

ALGIERS
SCHOOLS



CHARTER
ASSOCIATION

Algiers Technology Academy • Martin Behrman Elementary • Dwight D. Eisenhower Elementary • William J. Fischer Elementary
Alice M. Harte Elementary • Edna Karr High • McDonogh 32 Elementary • Harriet Ross Tubman Elementary • O. Perry Walker High



Student/Parent Handbook 2010-2011

Our Mission is to prepare every school and every teacher to teach every child, so that all will learn.



ALGIERS CHARTER SCHOOLS ASSOCIATION STUDENT-PARENT HANDBOOK

Central Services Office

3712 MacArthur Blvd, Suite 100A • New Orleans, LA 70114

(504) 302-7000 • www.AlgiersCharterSchools.org

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The Algiers Charter Schools Association does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.



“Education...Just Different”

Algiers Technology Academy • Martin Behrman Elementary • Dwight D. Eisenhower Elementary • William J. Fischer Elementary
Alice M. Harte Elementary • Edna Karr High • McDonogh 32 Elementary • Harriet Ross Tubman Elementary • O. Perry Walker High

Dear Parents and Students:

It is with great pleasure that we begin the 2010 – 2011 academic year on August 10, 2010. I am certain this year will be filled with much excitement and continued academic achievement for every child in our association. As we move forward this school year, we will focus more intensively on middle school grades, ensuring our students have the necessary skills needed to advance to high school.

While the Louisiana comprehensive curriculum and TAP: The System for Teacher and Student Advancement serves as the basis of our instructional programs, each ACSA school has a specific focus:

- **Martin Behrman** - Focus: Creative Arts and Social Sciences
- **Dwight D. Eisenhower** – Focus: Global Studies
- **William J. Fischer** – Focus: Accelerated Learning Model
- **Alice M. Harte** – Focus: Arts and Technology
- **McDonogh #32** – Focus: Literacy Acceleration
- **Harriet Ross Tubman** – Focus: Science and Mathematics
- **Algiers Technology Academy** – Focus: Instructional Technology and College Preparation
- **Edna Karr** – Focus: College Preparation
- **O. Perry Walker** – Focus: College Preparation, Career Development, and Community Service

This school year, every school will enrich their focus area in their instructional activities by having more subject area specialists work with teachers in the schools.

We are very excited that this year also marks the fifth anniversary of ACSA serving nearly 5,400 students across nine schools in Algiers. The leadership and staff in all schools throughout ACSA are committed to our students and parents, and we look forward to working with you to ensure the continued academic advancement of our students.

Sincerely,

Andrea Thomas-Reynolds, Ed.D.
Chief Executive Officer

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ALGIERS CHARTER SCHOOLS ASSOCIATION HANDBOOK SECTION I

INTRODUCTION

Section I of this handbook provides general guidelines for the operation of ACSA elementary schools. The association supports parent and staff input into specific campus procedures. **Each school will provide a supplement outlining specific or unique campus information.**

ATTENDANCE INFORMATION

See Section: **ACSA Policies** for more information regarding attendance requirements.

ABSENCES

When a child is absent or tardy from school, the parent or guardian should send a note to the school explaining the reason for the absence upon the child's return to school. All notes must include: the date of the note, the name of the child, the date of the absence(s) or tardy, the specific reason for the absence(s) or tardy and the parent's signature.

Children are expected to attend school every day; however, parents should not send children to school when they are ill. If a child is absent for three consecutive school days due to illness, it is recommended that the parent seek medical attention for the child.

ATTENDANCE INFORMATION ON REPORT CARDS

Absences are reported on the report cards, excused and unexcused. Tardy reports are optional by school.

CALENDAR INFORMATION

IMPORTANT DATES FOR 2010-2011 SCHOOL YEAR

Quarter Updates

Students in grades K-12 will have four grading periods. Students will receive report cards on the following dates:

1 st Quarter:	October 8
2 nd Quarter:	December 17
3 rd Quarter:	March 4
4 th Quarter:	May 24

Student and School Holidays/Vacations

Sep. 6	Labor Day
Nov. 22-23	Thanksgiving Break
Dec. 20-Jan. 31	Winter Break
Jan. 17	Martin Luther King Jr. Day
Mar. 7-9	Mardi Gras Break
Apr. 22 - 29	Spring Break
May 25	Last Day of School

Registration

Registration for all new ACSA students is ongoing until schools reach their grade capacity. Check with an ACSA school for more information.

A child must be five years of age on or before **August 10, 2010** to enroll in Kindergarten. **Registration for the 2010-2011 school year will be held during January of 2011.**

HOMEWORK

Children will receive homework assignments. Parents are asked to help their child by providing the time, place, cooperation and encouragement needed to complete assignments.

Children should be reminded to take their books, work and supplies to school each day. To promote responsibility children are generally not allowed to call home for forgotten work or supplies.

Specific homework policies are set at the individual campuses. Please refer to your child's school for more information.

ENROLLMENT INFORMATION REGISTRATION OF NEW STUDENTS

To register your child in school you will need:

1. An original or a certified copy of the child's birth certificate.
2. Child's current immunization records.
3. Proof of residence in Orleans Parish such as a current telephone bill, utility bill, or lease agreement.
4. Child's social security number.
5. Testing records (if applicable)
6. Withdrawal form from previous school (if applicable)

PRE-KINDERGARTEN

Pre-Kindergarten services are provided for students who are at the following campuses:

Dwight D. Eisenhower Elementary Martin Behrman Elementary
William Fischer Elementary McDonogh #32 Elementary
Harriet Tubman Elementary

To be eligible for Pre-Kindergarten services a child must be 4 years old on or before **September 30, 2010**. The pre-kindergarten program will operate in accordance with the Cecil J. Picard LA 4 guidelines for pre-k classes.

TRANSPORTATION ELIGIBILITY

The Algiers Charter Schools Association provides transportation to and from school during regular school hours to all eligible students. To be eligible a student must live at least 1 mile from school or have other identified special needs. Good conduct and compliance with transportation rules as specified in are required to maintain this bus transportation privilege. The school must be informed if a child changes their transportation arrangements. This communication must be sent in writing.

WITHDRAWAL FROM SCHOOL

If it is necessary to withdraw a child from school, please notify the school at least 24 hours in advance by either sending a note or by calling the school office. Your child will receive a withdrawal form, report card, and their personal belongings when leaving. Any outstanding cafeteria or library charges should be cleared prior to the withdrawal of a student.

MISCELLANEOUS INFORMATION BAD WEATHER/HURRICANE DAYS

In the event that school s must be closed due to severe weather, the announcement of such closing will be made on local television and radio stations as well as on the ACSA website. The Chief Executive Officer will release this information to the stations early enough in the morning to alert parents of the school closing prior to children leaving home for school.

STUDENT FEES, FINES AND CHARGES

With the exception of the cost of lunch, upon receipt by the Algiers Charter Schools Association of reliable proof that a student and his or her parent or guardian are unable to pay a charge required by the school, such charge shall be waived. Documentation or proof of need may be required.

TELECOMMUNICATIONS DEVICES

1. Students may carry cell phones and/or paging devices to and from school.
2. Upon entering the school all pagers and cell phones must be stored in the student's locker. If no locker is available the item must be set to the "Off" or non-operational mode.
3. Students may not operate cell phones or pagers in school buildings.
4. Any student openly carrying or operating a cell phone in a school building will be subject to having that item confiscated by ACSA Administrative or Security Staff.
5. Such confiscated devices will be treated as contraband and will be delivered to the Principal's Office.
6. The Principal's Office will retain such devices for a period of 10 days or until any disciplinary action against the student is completed.

PARENT/COMMUNITY INVOLVEMENT

The Algiers Charter Schools Association believes that strong educational services are an essential element to any thriving community. It is the goal of the ACSA to offer our students the best possible academic environment. There is no doubt that parental involvement in schools is necessary to exhibit student achievement; accordingly, there must be a partnership between the schools and the homes of our students. We encourage every parent to take as active a role as is possible in your child's education. There are numerous ways for every parent to become involved. Don't hesitate to contact your child's school to find out how.

PARENT TEACHER ORGANIZATIONS

All parents are encouraged to join the Parent Teacher Organization in the in the school(s) where their child attends. If your school does not have a PTO contact the schools principal about beginning one.

SCHOOL-BASED DECISION MAKING

School-based decision making is a process to improve student learning at each campus. Your campus may have a Principal's Advisory Committee (PAC), comprised of administrators, teachers, parents and community representatives. The PAC ensures that concerns of the school's community are heard and addressed. For information regarding providing input to your school's educational programs, please contact your school's principal.

VISITORS

Parents and other visitors are encouraged to visit school districts. In order to provide a secure environment for your child, all visitors must first report to the office to sign in and receive a visitor's pass. Visits to individual classrooms during instructional periods can only be permitted with the principal's approval. These visits should not cause a disturbance to the instruction of students. Parents waiting to pick up their children at the end of the school day should follow their school's dismissal policies.

The Algiers Charter Schools Association is a Drug-Free, Smoke-Free, Gun-Free entity. Visitors must refrain from smoking anywhere on school grounds. Any visitors violating state or local laws will be prosecuted to the fullest extent of the law.

AFTER SCHOOL PROGRAMS

After school programs are offered at most Algiers Charter Schools. The programs are held on the campus but are sponsored by non-district organizations. Please contact your child's school for specific information regarding after school programs.

STUDENT SUPERVISION

ARRIVAL AND DISMISSAL

Children arriving in the classroom after the morning bell are tardy. Should the parent be unable to take the child to the office, the child must go to the office with a note from the parent explaining the reason for his/her late arrival.

A child who arrives after 11:00 AM must be accompanied by the parent and the school should be provided with a written note explaining the reason for the absence.

The school shall determine whether or not the absence is excused according to ACSA guidelines.

If your child must leave school before the end of the day, please send a note with him/her on the day that he/she must leave early. The parent must go to the school office and sign the child out. Parents may not go directly to the classroom. For the safety and welfare of our students, teachers cannot release students to anyone without office authorization. Office authorization will be given only to parents and other adults listed on the current medical emergency card. It is the parents' responsibility to update the medical emergency card information as changes occur.

Parents who transport their children after school should arrive promptly at dismissal time. In case of emergency the school office should be notified.

DISCIPLINE

The Algiers Charter Schools Association Code of Conduct is found in Section III. The code describes behavior expected of all ACSA students, elementary and secondary. School discipline plans use the Code of Student Conduct as a framework.

Each school has a discipline management plan which is developed by the principal and faculty of the school. Parents are informed of school rules and the consequences for inappropriate behavior as well as rewards for good citizenship. Students who are behaving in a manner that disrupts the learning of others or jeopardize other students' safety will be given consequences for their actions. Disciplinary action will be based upon the seriousness as well as the consistent reoccurrence of offenses.

TRANSPORTATION BEHAVIOR EXPECTATIONS

Eligible students who receive bus transportation in the district to and from school during school hours are expected to follow all transportation rules and regulations. Students, who do not comply with the communicated expectations, will be subject to disciplinary action which could result in the loss of transportation privileges. These expectations apply to field trips as well.

STUDENT EDUCATION RECORDS

All student education records for students who attend Algiers Charter Schools Association schools are located at those school sites. For parents needing records of students prior to 05-06 school year, they should contact their child's last school or the New Orleans Public Schools.

DIRECTORY INFORMATION

Federal Law requires that the Algiers Charter Schools Association, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, ACSA may disclose appropriately designated "directory information" without written consent, unless you have advised the ACSA to the contrary. The primary purpose of the directory information is to allow the ACSA to include this type of information from your child's education in certain school publications. Examples include:

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- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports rosters

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be released to outside organizations without a parent's prior consent.

Outside organizations include, but are not limited to, companies that manufacture class ring or publish yearbooks.

If you do not want ACSA to disclose directory information from your child's education records without your prior written consent, you must notify the principal of your child's school in writing within two weeks after registration each school year. ACSA considers the following information as directory information: *student's name, address, telephone listing, photograph, date and place of birth, grade level, participation in activities and sports, and weight and height of members of athletic teams.*

PROVIDING COPIES OF RECORDS

A person who requests copies of ACSA records for a purpose other than official ACSA business transactions shall pay the actual cost of reproducing those records. Cost for the first page shall be \$ 1.00, not considering mailing costs. Each additional copy shall be \$00.50 per page. One transcript of a student's grades will be provided without charge, at the time of graduation with each additional copy provided at a cost of \$ 5.00 each.

ACADEMIC INFORMATION

GRADE REPORTING

Students will have four grading periods. Report cards will be issued at Parent conferences at the end of each grading period. The ACSA ^{LE} strongly encourages every parent to visit their child's school and discuss the student's progress with his/her teacher(s).

PROGRESS REPORTS

The purpose of school-issued Progress Reports is to inform parents that the student's work is unsatisfactory at the time of the report. A notice of this kind is to be returned to the teacher signed by a parent or guardian the day after it is received. These reports will be issued during the fourth week of each nine-week period. Progress reports may also be issued at any time a student's progress becomes unsatisfactory. Students with disabilities will receive progress reports related to goals and objectives specified on their IEPs.

Even though a progress report has not been issued, a student may still receive a failing grade. Usually failing notices do precede a failing grade, but occasionally a poor grade received at the end of a grading period can cause a student to fail.

ASSIGNMENTS/MAKE-UP WORK

Students shall be permitted to make-up assignments and tests without penalty after an absence except in cases of truancy and suspension. If a student has been truant or has been suspended as a disciplinary action, the student shall be expected to make up missed work and may earn a maximum possible grade of 70.

Students may receive a zero for any assignment or test not made up within the allotted time.

TEXTBOOKS

All textbooks are the property of the Algiers Charter Schools Association. The use of textbooks is the right of every student, but this right also carries with it the responsibilities of proper use and care.

Damage to any textbook may result in a fine. If a student is unable to locate or return any textbook, he/she will be required to pay for it before a second textbook is issued. Grades and/or transcripts may be held until the student's textbook accounts are settled.

ACSA policy requires that all textbooks be covered. The school may assess a fine for uncovered textbooks.

Parents of students who require adapted textbooks (i.e., Braille or enlarged text) should contact the Director of Exceptional Student Services.

TESTING PROGRAMS

State-Mandated and ACSA Testing Programs

ACSA and Louisiana testing programs provide valuable information on student progress to evaluate programs and to guide instruction for students and schools. In order to make the best decisions for our schools, the ACSA needs reliable information. Students are urged to be present during the administration of all tests and parents are asked to encourage good performance.

The State of Louisiana requires that students in the 4th and 8th grades take the LEAP 21 (Louisiana Educational Assessment Program for the 21st Century) and those students in grades 10 and 11 take the GEE 21 (Graduation Exit Examination for the 21st Century). These tests measure how well a student has mastered the state content standards.

For more information on LEAP or GEE parents can log on to www.louisianaschools.net or call 1-877-453-2721.

Louisiana Testing

GEE Retest October 18-22, 2010
Seniors Retest February 14-18, 2011
GEE/iLEAP April 11-15, 2011

ACADEMIC INTEGRITY

All students are expected to be honest and to display a high standard of integrity in the preparation and presentation of work for credit in all classes. The attempt of any student to dishonestly present work as his/her own will be regarded as a serious offense which may result in a grading penalty and/or disciplinary action. School staff will contact the parent or guardian of any student who is found to be in violation of this policy.

Cheating or dishonesty of any kind on a test, written assignment or project; assisting others to cheat or altering grade records is considered a serious offense.

Offering the work of another as one's own without proper acknowledgement is plagiarism. Any student who fails to give credit for quotations or essentially identical material taken from books, encyclopedias, magazines, the internet, and/or other reference works or from writings of another student is guilty of plagiarism, also a serious offense.

HONOR ROLL

Each school may choose to publish an honor roll. Please check with your child's school for specific requirements regarding honor rolls.

PARENT/SCHOOL COMMUNICATION CONFERENCES

The ACSA believes in cultivating an environment of close communication between parents and teachers. Parents are encouraged to provide their input and support as teachers and parents work together to help students learn. Parents should plan to meet with their child's teacher during the school year, to hear about not only their child's achievements but to work to resolve any problems or concerns that may arise. Parents may make appointments to meet with teachers by contacting the school secretary or by sending a written notice to the teacher. A time will be arranged to meet with the teacher during the teacher's non-teaching period or at a mutually agreed upon time with the teacher. Teachers may request a conference with parents to discuss specific issues.

PARENT CONCERNS

When parents have concerns regarding the school program and/or their child's success at school, they should make an appointment to meet with the appropriate staff member on the school campus to discuss the concern. This person is usually the child's teacher, but in some cases it might be the school counselor or other staff members. If the concern cannot be resolved with a conference, the parent should make an appointment to meet with the principal or vice-principal. Most problems can be resolved when the parents and staff meet to listen and work together. In those rare instances when concerns cannot be resolved at the school campus, parents may then call the ACSA Central Office at 302-7000.

PARENT ORIENTATION MEETINGS

Communication is the key to creating a partnership between our teachers and parents in working for the best interest of children. Parent orientations are held at the beginning of each school year to welcome parents to a new academic year. It is an opportunity for parents to meet their child's teacher, tour the campus, and learn about the academic expectations for the year as well as campus policies and procedures.

PARENTAL RIGHTS AND RESPONSIBILITIES

Parents are considered partners with educators, administrators, and the ACSA Board of Trustees in the education of their children. Parents are encouraged to take an active role in creating and implementing educational programs for their children.

1. The rights as listed in this policy manual in no way limit a parent's rights as defined by state or Federal law.
2. The ACSA Board of Trustees, administration, teachers, or other person shall not limit parental rights.

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3. The board of trustees shall provide for procedures to consider complaints that a parent's right has been denied.
4. The ACSA shall cooperate in the establishment of and ongoing operations of at least one parent-teacher organization at each school in the district to promote parental involvement in school activities.

5. RIGHTS CONCERNING ACADEMIC PROGRAMS

- Parents are given reasonable access to the school principal, or to a designated administrator with the authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student.
- Parents are entitled to request, with the expectation that the request will not be unreasonable denied (a) the addition of a specific academic class in the course of study of the parent's child in keeping with the required curriculum if sufficient interest is shown in the addition of the class to make it economically practical to offer the class; sufficient interest would be at least 22 students; (b) that the parent's child be permitted to attend a class for credit above the child's grade level, unless the principal and the board or its designated representative expects that the child cannot perform satisfactorily in the class; (c) that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation, and (d) have a child who graduates early participate in graduation ceremonies at the time the child graduates.

In all cases the decision of the board of trustees is final and may not be appealed

- A parent is entitled to access to all written records of a the ACSA concerning the parent's child, including:
 - (1) attendance records
 - (2) test scores
 - (3) grades
 - (4) disciplinary records
 - (5) counseling records
 - (6) psychological records
 - (7) applications for admission
 - (8) health and immunization information
 - (9) teacher and counselor evaluations
 - (10) reports on behavior
 - (11) IEPs and behavior intervention plans when applicable

5. ACCESS TO TEACHING MATERIALS

- A parent is entitled to (1) review all teaching materials, textbooks, and other teaching aids used in the classroom of the parent's child; and (2) review each test administered to the parent's child after the test is administered.
- The ACSA shall make teaching materials and tests readily available for review by parents. Schools may specify reasonable hours for review.

6. ACCESS TO BOARD MEETINGS

- A parent is entitled to complete access to any meeting of the board of trustees of the Algiers Charter Schools Association, other than executive session called by the Board President.
- The ACSA complies fully with a policies regarding Open Meetings Law.

7. CONSENT REQUIRED FOR CERTAIN ACTIVITIES

- An employee of the ACSA must obtain the written consent of a child's parent before the employee may: (1) conduct a psychological examination, test, or treatment; (2) make or authorize the videotaping of a child or the taping of a child's voice except in the case that the recording is related to regular class instruction.
- An employee of the ACSA is not required to obtain the consent of a child's parent before the employee may make a

videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used for:

- (1) purposes of safety, including the maintenance of order and discipline in common areas of the school or on the school bus;
- (2) a purpose related to a co-curricular or extra curricular activity;
- (3) a purpose related to regular classroom instruction;
- (4) implementation of any federal and/or state special education regulation;
- (5) Media coverage of the school.

8. FEE FOR COPIES

The individual school or the ACSA may charge a reasonable fee for copies of materials provided to a parent.

PROGRAM INFORMATION SPECIAL PROGRAMS

If a child is experiencing learning or behavioral difficulties, the parent should contact their child's teacher or the Student Success Team leader at the school to discuss options for accommodations, modifications and/or interventions which may help facilitate the child's educational progress. The parent may also contact the Director of Exceptional Student Services to learn about services available for students identified as having a disability as well as ACSA's procedures for screening, evaluation and provision of support services to eligible students..

At any time a parent is able to request an evaluation for special education services. Within a reasonable amount of time the ACSA under recommendation from the school must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide written consent for the evaluation. The ACSA must complete the evaluation and report within 60 calendar days from when the consent is received. The results of the evaluation will be explained and a copy of the report will be given to the parent.

If it is determined that an evaluation is not needed, the ACSA will provide the parent with a written notice as to why the child will not be evaluated. This notice will include a copy of the parent's rights if they disagree with the findings of the ACSA.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for special education is the child's teacher, school counselor or administrator. If additional information is needed, the parent should contact the Director of Exceptional Student Services.

Students with Learning Difficulties

Qualifying students may receive special education services such as:

1. Speech/Language Therapy
2. Physical Therapy
3. Occupational Therapy
4. Adapted Physical Education
5. Counseling
6. Social Work Services
7. Assistive Technology
8. Specialized Health Services
9. Special Education Instruction
10. Special transportation

A variety of services are available for students with special needs. You may consult with the ACSA Exceptional Student Services department if you have questions about the range of special education services that are available to ACSA students.

Gifted and Talented Programs

A gifted and/or talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. exhibits high performance capability in an intellectual, creative or artistic area;
2. possesses an unusual capacity for leadership, or
3. excels in a specific academic field

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Students who have been evaluated and found eligible in accordance with state guidelines may receive services in the areas of gifted education, talented visual arts, talented theater and/or talented music. For more information, contact the Director of Exceptional Student Services.

GUIDANCE AND COUNSELING

The Algiers Charter Schools Association provides a comprehensive guidance program to meet our students' needs. It is staffed by professional school counselors and is an integral part of the total educational program.

Counselors help students in their educational, career, personal, and social development, with goals being success in school and in life. Counselors respond individually or in small groups to as many students as possible who have problems which interfere with their success in school.

Within that structure the school may develop a program to meet the needs of the community that it serves. The program may include services to address developing and maintaining self-confidence and motivation to achieve, decision-making and problem solving, behaving responsibly, and relating effectively with individuals and groups.

Because parents have the primary responsibility for guiding their children's educational and career decision-making, planning and goal-setting, parents are provided information in a timely manner as school activities are conducted. When their child has problems, it is vital that parents be involved in the efforts to find solutions to these problems. Conferences with counselors are encouraged for students, their parents and teachers when assistance or guidance is needed.

STUDENT AND PARENT AGREEMENT FOR THE ACCEPTABLE USE OF THE ACSA COMMUNICATIONS SYSTEM

Students may be given access to the ACSA's electronic communications system for educational purposes. **The electronic communications system includes: the ACSA's network, servers, computer workstations, applications, databases, library catalog, online resources, Internet access, email and any other technology designated for use by students.**

With this opportunity comes the responsibility of proper use. Inappropriate use will result in the consequences listed below, which may include the loss of the privilege to use these educational tools.

Internet access is part of the ACSA's electronic communications systems. It is possible that in the course of completing classroom assignments that students may come across possibly objectionable material. While the Algiers Charter Schools Association uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. It will be the student's responsibility to follow the rules for appropriate and acceptable use.

RULES FOR APPROPRIATE USE

- Students must only open, view, modify, and delete their own computer files, unless they have specific permission from a teacher or staff member to do otherwise.
- Internet use at school must be directly related to school assignments and projects.
- Students may be assigned an individual account and must only use those accounts and passwords that they have been granted permission by the ACSA to use. All account activity should be for educational purposes only.
- All students must assume personal responsibility to behave in an ethical manner even when technology provides them the freedom to do otherwise.

INAPPROPRIATE USES

- Using the ACSA's electronic communications system for illegal activities.
- Disabling, bypassing, or attempting to disable or bypass any system monitoring,
- Filtering or other security measures.
- Sharing your username or password with others, borrowing someone else's username, password or account access.
- Purposefully opening, viewing, using, or deleting files belonging to another person without permission.
- Electronically posting personal information about yourself or others, such as addresses, phone numbers, pictures, etc.
- Downloading or plagiarizing copyrighted information without the permission of the copyright holder.
- Intentionally introducing a virus or other malicious program's onto the ACSA's system.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Wasting or abusing school resources through unauthorized system use.
- Gaining unauthorized access to restricted information or network resources.

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the ACSA's electronic communications system.
- Revocation of the ACSA's electronic communications system account(s); and/or
- Other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

LIBRARIES

Each school's library supports its curriculum and provides a wide variety of materials suitable to the interest and abilities of students in their efforts to seek information and develop their reading skills. In order for each school to maintain a high quality collection, students must learn responsibility in caring for library materials. If any library materials are lost or damaged, the student is expected to pay for them. Access to grades or transcripts can be denied until all fees are settled.

PHYSICAL EDUCATION

All students are required to take physical education. Physical Education instruction may include: physical fitness, motor skill development, rhythmic activities, games and sport skill development, and/or gymnastics and tumbling skills.

Due to the nature of activities in physical education, it is recommended that students wear tennis shoes or rubber soled shoes while participating.

Any student unable to participate in class activities due to illness or injury must have a written excuse from a doctor stating the nature of the injury or illness along with the time span of inactivity. Non-participation of three days or less will be excused by a parent's not explaining the circumstances.

END-OF-YEAR PROMOTION STANDARDS ELEMENTARY SCHOOLS

Please check with your child school for any specific requirements that their school may have for promotion to the next grade.

HIGH SCHOOLS

- A. Standard Diploma
 1. The 23 units required for graduation shall include 15 required units and 8 elective units; the elective units can be earned at technical colleges as provided in §2389.
- B. In addition to completing a minimum of 23 Carnegie credits, students must pass the English language arts and mathematics

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components of the GEE 21 and either the science or social studies portions of GEE 21 to earn a standard high school diploma.

1. The English language arts and mathematics components of GEE 21 shall first be administered to students in the 10th grade.
 2. The science and social studies components of the graduation test shall first be administered to students in the 11th grade.
 3. Remediation and retake opportunities will be provided for students that do not pass the test. Students shall be offered 50 hours of remediation each year in each content area they do not pass. Refer to *Bulletin 1566: Guidelines for Pupil Progression*, and the addendum to *Bulletin 1566: Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program, Regular School Year*.
 4. Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.
 - a. A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an eighth grade student who has scored at the *Unsatisfactory* achievement level on either the English language arts and/or the mathematics component(s) of the eighth grade LEAP 21 provided the student
 - i. Successfully completed specially designed elective(s) for LEAP 21 remediation;
 - ii. Scored at or above the *Basic* achievement level on those component(s) of the eighth grade LEAP 21 for which the student previously scored at the *Unsatisfactory* achievement level.
- C. Prior to or upon the student's entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing GEE 21.
1. Upon their entering a school system, students transferring to any high school of an LEA shall be notified by that system of the requirement of passing GEE 21.
- D. The Certificate of Achievement is an exit document issued to a student with a disability after he or she has achieved certain competencies and has met certain conditions. Refer to *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act*.

arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other. Students not passing these tests are eligible for extra learning help and have opportunities to pass the test(s) before being retained. They must also meet their school's and the Algiers Charter Schools Association's promotion requirements.

STUDENTS NOT MEETING STANDARDS

A student may be promoted to the next grade level only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

EXTENDED STANDARDS FOR STUDENTS WITH DISABILITIES

For details regarding these standards as well as waiver criteria, please check with your child's guidance counselor or refer to the Louisiana Educational Rights of Children with Exceptionalities in Public Schools Handbook. Questions may also be directed to the Director of Exceptional Student Services.

ADDITIONAL STATE PROMOTION REQUIREMENTS

No 4th or 8th grade student shall be promoted until he/she has scored at or above the Basic level on either the English language

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ADMISSION REQUIREMENTS

General Eligibility

The board or its designee shall admit into the schools of the Algiers Charter Schools Association all persons who are at least five and under 22 years of age on September 30 of any school year in which admission is sought if any of the following conditions exist:

1. The person and either parent reside in the Parish of Orleans.
2. The person and his/her guardian or other person having lawful control under an order of court resides in the Parish of Orleans.
3. The person is under the age of 18 and has established a separate residence apart from his/her parent, guardian, or other person having lawful control under an order of a court and has established that the person's presence in the district is not for the primary purpose of participation in extracurricular activities. The board is NOT required to admit such a person, however, if the person has:
 - a. Engaged in conduct that resulted in removal to an alternative program or expulsion within the preceding year;
 - b. Engaged in delinquent conduct or conduct indicating a need for supervision and is on probation or other conditional release for that conduct; or
 - c. Been convicted of a criminal offense and is on probation or other conditional release.
4. The person is a homeless child
 - a. A child is "homeless" under the McKinney-Vento Homeless Education Act, if the child lacks a fixed, regular, and adequate nighttime residence. This includes:
 - (1.) Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative or adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are waiting for foster care placement.
 - (2.) Children who have a primary nighttime residence that is a public or private place not designed or ordinarily used as a regular sleeping accommodation for human beings; Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Proof of Admission Eligibility

The ACSA requires evidence that a person is eligible to attend the schools of the Association at the time it considers an application for admission of the person. The board or its designee shall establish minimum proof of residency acceptable to the district. When admission is sought under item 4 above, the board shall determine whether the student qualifies for admission and may adopt reasonable guidelines for making that determination as necessary to protect the best interest of all students.

Acceptable documents for verifying address include current utility bills, sales or lease agreements, driver's license, voter registration certificate, or other legal documents.

Withdrawal of a Student

Minor students may withdraw from school by presenting a request signed by the student's parent or guardian stating the reason for the withdrawal. Students 18 or older may request withdrawal without a parent or guardian's signature. At least 24 hours notice must be given for a withdrawal.

Withdrawal for Non-Residence

The ACSA may withdraw any student who ceases to be a resident.

Substitute for Parent or Guardian

The board may allow a person showing evidence of legal responsibility for a child other than an order of court to substitute for a guardian or other person having lawful control of the child under court order. For

requirements regarding students with disabilities in state custody who may require the appointment of a surrogate parent, please contact the Director of Exceptional Student Services.

Expelled from Another District

If a student has been expelled from another district, the expelling district shall provide to the district a copy of the expulsion order. No student who is expelled by another school district shall transfer into an ACSA school until such time as the expulsion is completed.

Enrollment

A child must be enrolled by the child's parent, guardian, or other person with legal control under a court order. The ACSA shall record the name, address and date of birth of the person enrolling a child.

Legal Surname

A student must be identified by the student's legal surname as it appears on the student's birth certificate or other document suitable as proof of the student's identity, or in a court order changing the student's name.

Required Documentation

Upon the date of enrollment, the parent or guardian shall provide all of the following:

1. The child's birth certificate
2. A copy of the child's records from the school that the child attended most recently
3. Current immunization records

Inconsistent Documentation

If a child is enrolled under a name other than the name that appears in the identifying documents or records the ACSA shall notify the missing children and missing persons information clearinghouse of the child's name as shown on the identifying records and the name under which child is enrolled.

False Information

A person who knowingly falsifies information on a form required for a student's enrollment in an ACSA school shall be liable to the association if the student is not eligible for enrollment, but is enrolled on the basis of false information. For the period of the enrollment the person is liable for costs that the district has incurred from the student.

Pre-Kindergarten

At a school maintaining a pre-kindergarten program, a child must be at least four years of age on or before September 30 of the current school year. The pre-kindergarten program will operate in accordance with the Cecil J. Picard LA 4 guidelines for pre-k classes.

At a school maintaining a special education program for students age 3 to 5, a child with a disability, must be at least three years of age on or before September 30 of the current school year.

Kindergarten

Each of the elementary schools within the Algiers Charter Schools Association maintains a kindergarten program for students who are at least five years of age on or before September 30 of the current school year.

First Grade

A child may be enrolled in the first grade if he/she is at least six years of age on or before September 30 of the calendar year in which the school year begins.

Exceptions to Age and Residency Requirements

In general, students are enrolled in ACSA schools and programs only if they meet the age and residence requirements as defined by state law and the ACSA charter. However, the following exceptions may be allowed:

1. Students who will be eligible to graduate in the school year following their move out of the parish and who are approved for continued enrollment for their senior year.

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2. Students whose families are in the process of moving into Algiers/Orleans Parish. Proof of residency must be supplied within 30 days.

Residency Review for Extracurricular Activities

The CEO or designee shall determine whether a minor student residing within the parish of Orleans separate and apart from a parent, guardian or other person having lawful control under order of a court is present in an ACSA school for the primary purpose of participating in extracurricular activities. This determination may be appealed by making a written request to the CEO's office within 15 days of the decision.

Grievance Procedure

Grievances regarding student eligibility and admissions may be appealed to the CEO or designee.

ATTENDANCE – All Levels

Statewide Attendance Policy

In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days), per semester or 60,120 minutes (equivalent to 167 six hour school days) a school year for schools not operating on a semester basis. To receive Carnegie credit for a course, students must be present 94 percent of the required time listed in §907. Elementary students shall be in attendance a minimum of 167 days (60,120 minutes) a school year.

ACSA Attendance Policy

The ACSA attendance policy was developed on the principle that regular attendance maximizes the student's interaction with his or her teachers and peers and is a major component of academic success. Increased attendance increases student achievement. Attendance policies that provide for the early identification of attendance problems and effective methods to address them are more likely to succeed. To successfully implement any attendance policy requires cooperation among all members of the education community, including parents/guardians, students, teachers, administrators and staff.

The ACSA will:

1. Create a positive school culture aimed at encouraging the bonding of student and school, which should lead to increased attendance.
2. Maintain accurate record keeping of daily attendance, absence, tardiness or early departure for each student.
3. Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

1. **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance and education, quarantine, required court appearances, incarceration, approved field trip, "Student to Work" Day, suspension, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the ACSA Board or its designee.
2. **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for lack of attendance does not fall into the above categories, such as: lack of required immunization, family vacation, babysitting, unlawful employment, participating in demonstrations, kept home by parent, no transportation, improper pick up by parent, missed bus, violations of dress code or lack of clothing, truancy, obtaining learner's permit or driver's license, oversleeping.

Student Attendance Recordkeeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the reason.

- The attendance policy begins upon the first day of formal enrollment in each class. Enrollment begins when a teacher is notified of placement. Attendance is marked beginning the first day of school.
- Any absence for a school day or portion thereof will be recorded as excused or unexcused in compliance with the ACSA Attendance Policy.
- If a student is absent for more than half of a class period, it will be considered an absence.

A record will be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including severe weather, impairment of heating/cooling facilities, loss of water or power, destruction or damage to the school, or any other cause deemed suitable by the ACSA Board of Trustees.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment.

In order to ensure that parents/guardians and students are informed of the ACSA policy on attendance, the following guidelines will be followed:

Student Notification

1. The school will provide a copy of the attendance policy to each student in Pre-K through grade 12.
2. The policy will be included in the Student Handbook
3. Classroom/subject area teachers are required to issue a form letter to be mailed to parents/guardians after a student has three (3) absences from class within a grading period.

Parent/Guardian Notice

1. Parents will be issued a copy of the Attendance Policy at the first Open House of the school year.
2. School newsletters will provide periodic reminders of the Attendance Policy.

Faculty/Staff Notice

1. The ACSA will provide copies of the Attendance Policy to all principals at the beginning of each school year.
2. All faculty and staff will review the policy with the principal at the beginning of each school year to clarify roles in its implementation.
3. ACSA will develop and provide letters for parent notification of student absences.
4. The Attendance Policy will be posted in all schools.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

The school staff will be responsible for notifying the parent/guardian for a student who is absent, tardy or departs early without proper excuse. If it is deemed necessary by school officials, or if requested by the parent/guardian, a conference shall be scheduled between the parent/guardian and appropriate personnel in order to address the student's attendance. The student may also be asked to attend this conference in order to address appropriate intervention strategies.

Disciplinary Consequences

Consequences for unexcused absences, tardiness, and early departures may include but are not limited to, detention and denial of participation in interscholastic sports and extracurricular activities. Parents/guardians will be notified at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual schools will address procedures to implement the notification to parents/guardians.

Intervention Strategy Process

In order to intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated school personnel will pursue the following:

- a) Identify the root causes of the pattern.

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- b) Contact the school staff member most closely associated with the root causes.
- c) Discuss strategies to directly intervene with specific pattern(s).
- d) Recommend intervention to the CEO or his/her designee if it relates to change in ACSA policy or procedure.
- e) Implement changes, as approved by appropriate administration.
- f) Monitor and report short and long term effects of intervention.

Appeal Process

Students may exercise the right to an appeal process.

Under ACSA Attendance Policy, parents/guardians may request a school level review of any disciplinary action stemming from unexcused absences or tardiness. Students and their parents/guardians may appeal to the principal to:

1. Determine if any procedures listed in the policy have not been followed.
2. Ensure that no violation of state or federal law has occurred.

Level 1 Appeal

1. Parents/guardians may request an appeal to be heard no more than 10 school days after the request is made.
2. The principal or designee will notify the parent/guardian in writing of the date and time of the Level 1 Appeal, and will meet with the parent/guardian at the designated time.
3. A decision will be made with five days of the appeal hearing.
4. Parents/guardians will be notified of the ruling by mail.
5. If the parent/guardian is not satisfied, they may request an appeal in writing to the office of the CEO.

Level 2 Appeal

1. The CEO will review the written accounts of the Level 1 Appeal along with the principal's reason for denying the appeal.
2. Only if there is a finding that ACSA procedure has not been followed, the CEO may render a decision to either amend or reverse the disciplinary action.
3. If procedure has been followed the ruling of the principal shall stand.
4. There is no further appeal.

Make-up Work

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform students of the amount of time allotted for completing make-up work after an absence; however, the student is responsible for obtaining and completing the make-up assignments in a satisfactory manner within the allotted amount of time.

ATTENDANCE FOR CREDIT

A student shall be given credit for a class only if the student has been in attendance 90 percent of the days that the class is offered, unless the school determines that the student should receive credit due to extenuating circumstances. Extenuating circumstances include: Approved extracurricular activity, required screening, diagnosis, and treatment for Medicaid-eligible students, documented health care appointment, if the student begins classes or returns to school on the same day as the appointment, temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent, juvenile court proceeding, absence required by state or local welfare authorities, family emergency or unforeseen or unavoidable instance requiring immediate attention, approved college visitation. In the case of extenuating circumstance the student may regain credit by completing the following options as recommended.

1. Complete additional assignments as specified by the teacher and principal or designee.
2. Attend tutorial sessions as scheduled.
3. Perform community services or campus duties.
4. Maintain the attendance standards for the rest of the semester.
5. Take an examination to earn credit.

In all cases, the student must also earn a passing grade in order to receive credit.

The student and the student's parent/guardian will be given notice at such a time that the student's attendance drops below 90 percent. When this occurs, the parent/guardian may submit a written petition to the school requesting award of the credit.

Grades

A student with a grade of 70 or higher who is awarded credit through the review process shall be assigned the grade earned. A student with a grade of 70 or higher who is denied credit by the review committee shall be assigned a grade of 69. A student with a grade below 70 is not eligible to obtain credit through the review process; the grade will stand as earned.

Withdrawal for Non-Attendance

The district may initiate withdrawal of a student for nonattendance under the following conditions:

1. The student has been absent 20 consecutive school days.
2. Repeated efforts by the school to locate the student have been unsuccessful.

TRANSFERS

Program Transfer – A student may apply to attend another ACSA school in order to attend a specific career or educational program, if the program is not offered at the school at which the student is enrolled. Such requests are dependent on space available at the desired school. A transfer may also be disapproved for low grades, discipline or safety issues, excessive tardiness or absences, or timing of request.

Parental Choice Transfer – Parents may request assignment of their child to a different school. Parental choice transfer requests may be denied on the basis of the student's record, for lack of timeliness in filing the request, or for lack of space. Spaces available for parental choice transfers may be calculated based upon school capacity, class size, projected enrollment, and growth. Slots may be filled by lottery.

CONTINUED ENROLLMENT

If during the school year, students move out of Orleans Parish, the parent/guardian may apply to the principal for continued enrollment prior to the move.

Conditions

Requests for continued enrollment may be denied on the basis of the student's record, for lack of timeliness in filing the request, for falsifying an address or failing to report a change of address, or because of lack of space. Approval may be revoked if the student does not maintain an acceptable record. At the discretion of the principal, when a request for continued enrollment is denied or revoked, the student may be allowed to complete the current grading period.

Continued enrollment may be granted for the remainder of the current school year only. Continued enrollment for the following school year shall not be approved except for seniors who will graduate in the school year following the change of residence.

Transportation

If continued enrollment is approved, transportation shall be the responsibility of the family.

CHANGE OF ADDRESS

Students who change their residence, mailing address, or telephone number after enrollment should report the change promptly to the administrative offices so that the records can be corrected in case of an emergency at the school or home. Business phone numbers of parents should also be recorded in the offices.

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DRESS CODE

It is the belief of the Algiers Charter Schools Association that student behavior is influenced by student dress and grooming. In order to help ensure proper and acceptable behavior by students, the ACSA has established certain guidelines to aid parents and students in selecting the proper attire for school wear.

Final determination of acceptable dress and grooming rests with the principal or his/her designee.

1. Shorts and skirts may be worn at the elementary school level. In grades three through five, they should be no more than four inches above the kneecap. Shorts and skirts are prohibited in grades six through twelve.
2. Torn, tattered, un-hemmed clothing will not be allowed.
3. In grades three through twelve, skirts, dresses, and culottes must be no more than four inches above the top of the kneecap. There should not be a cut or slit in the clothing that extends beyond the four inch limit. This applies to all school uniforms.
4. Appropriate footwear must be worn. There will be no flip-flops or open-backed shoes permitted for students.
5. Hair must be neat and clean. Unconventional colored, multi-colored or spiked or Mohawk hair styles are not permitted.
6. Headwear must not be worn in buildings and will be confiscated by teachers, administrators or staff.
7. Any clothes that are suggestive or indecent or which cause distraction are not acceptable. Specifically oversized clothing, tank tops, muscle shirts, halter tops, spaghetti straps, exposed backs or midriffs, and see-through garments are not permitted.
8. Indecent/inappropriate patches, writings, or drawings on clothing are prohibited.
9. All pants are to be full length and worn at the waist (no "sagging" or "bagging"). Tight fitting pants (tights, Spandex, bicycle pants) are also prohibited. Cut-offs and intentionally frayed pants are also prohibited. All young men should wear belts and their shirts should be tucked in at all times.
10. Body piercing jewelry is prohibited except for rings, studs or other traditional jewelry worn in the ear. Tongue rings and tongue studs are not permitted.

Individual schools may require school uniforms. Parents should contact the administration of their child's school for details regarding the specific information on dress requirements. Students who attend schools requiring uniforms should follow their specific campus standardized dress code.

CLOSED CAMPUS

Students in grade 12 may go home during the lunch period if they have on file at the principal's office a signed parental request that they be released for lunch or if they are picked up at the school and signed out by a parent or guardian.

A parent or guardian who wishes to pick up a student for the lunch period shall first secure the principal's approval. Students who abuse off-campus lunch privileges or leave campus at any other time without the principal's approval shall be subject to disciplinary action.

CAFETERIA

Each school operates a cafeteria that provides breakfast each morning before school and a mid-day meal. Information on prices for both breakfast and lunch may be obtained from your student's school.

Students buying their lunch are responsible for having their money.

It is the intent of ACSA that children not go hungry at school; however parents/guardians have the responsibility to provide their child's lunch or breakfast or pay for meals provided by the school.

Your child will only be allowed a maximum of three (3) meals in cafeteria charges.

After your child has accrued three (3) meals in charges, your child will receive an alternate meal consisting of a cheese sandwich and milk. This meal will be supplied at a reduced cost. Students will receive the alternate meal until all cafeteria charges are paid. Notification will be sent to those responsible for payment in a timely fashion.

FREE AND REDUCED PRICE MEALS

All students registering at an ACSA school will be provided with an application for the Free/Reduced priced meals. The application contains information regarding family size and income level as it relates to Free/Reduced priced meals.

The completed application will be reviewed and the parent will be notified of their status. Parents must file one application per family. All children living in the household and registered with the ACSA must be included on one application.

New students entering the ACSA will be provided with an application when they register or log on to www.algierscharterschools.org to download an application.

STUDENT HEALTH

School Nurse

A school nurse is assigned to each school within the ACSA. The nurse's primary role is to improve the physical and mental health of student's based on their own physical needs. This includes emergency care, treating minor illnesses and injuries providing, routine physical assessments and health screenings, dispensing medication according to association policy, and maintaining proper immunization and other relevant medical records.

The nurse gives first aid only. She does not diagnose illness, but will take note of symptoms and notify parents of observations. If a child does become ill or is injured at school, he/she will be given first aid and the parents will be notified if the severity of the injury or illness warrants such action. It is asked that students be kept home when ill and that they have a normal temperature (less than 100 degrees Fahrenheit without the assistance of fever reducing medications) for 24 to 36 hours after any illness before returning to school. Students recovering from communicable diseases and/or missing 5 or more consecutive days of school must report to the nurse or principal, with a physician's note clearing return to school, prior to being readmitted to class.

The student must report to the nurse's office immediately if he or she becomes ill or is hurt in any way during the school day. Students who are ill will not be permitted to leave without an accompanying parent, guardian or responsible adult listed on the Emergency Card to sign them out in the school administrative office. It is the responsibility of the student and the parent to provide the school with an emergency phone number so that parents may be notified immediately should such a need arise.

Special Health/Medical Problems

It is especially important that parents and students inform school officials of any special health or medical conditions. School health records must be kept current and accurate at all times. The following procedures apply:

1. Permanent or Extended Health/Medical Problems. Parents should complete the Health Information Form and Emergency Information Card at the beginning of each school year or when registering during the year. This information will be kept on file in the nurse's office. Be sure to provide all information requested and to sign the form.
2. Special Health/Medical Problems Occurring During the School Year. Students with medical problems for which the family physician feels it is necessary to restrict the student's activity at school should promptly provide the school nurse with a note from the doctor specifying any restrictions and limitations and the time period for which they are expected to Temporary/Minor Medical Conditions. Students may be excused from strenuous activities and/or outdoor play for 1-3 days upon written request by parent or guardian. A doctor's note is not generally required for these temporary restrictions.

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Health Screenings and Education

In accordance with the recommendations of the American Academy of Pediatrics and Louisiana state law, the school nurse will provide the following services annually:

1. Vision and hearing screenings on grades PK, K, 1, 3, 5, 7, 9, 11, newly enrolled students and students specifically requested to receive screening by the parent, teacher or other appropriate staff person.
2. Scoliosis screenings on grades 4 and 6.
3. Dental screenings and education on grade 2.
4. Self-breast examination and cervical cancer education to all middle and high school females.

Immunization Requirements for 2010-2011

All students are required to adhere to the immunization standards set by the Louisiana Department of Health and Hospitals, Center for Disease Control and/or other supervising agencies. By age 4 years or upon first entering school all children must have proof of having received the following immunizations:

5 Diphtheria, Pertussis, and Tetanus (or 4 if the last was given after the 4th birthday), 4 Polio (or 3 if the last was given after the 4th birthday; 2 Measles, Mumps, and Rubella; 3 Hepatitis B; 2 Varicella (or a history of the chicken pox disease); and, after the 11th birthday, the student must have proof of 1 Tetanus/Pertussis booster and 1 Meningitis.

Parents / Guardians are encouraged to ensure students meet all vaccination requirements before first day of school. Any student failing to meet the immunization standard shall be prohibited from attending school until satisfactory evidence of the required immunizations have been provided to the school.

Exclusions

Each student entering an ACSA shall be fully immunized according to the requirements specific to his/her age.

The board of the ACSA shall amend this requirement as needed to comply with state law.

Immunization is not required only if the student applying for admission provides:

1. An affidavit or certificate signed by a licensed physician stating that in the physician's opinion the immunization required would be hazardous to the health and well being of the applicant or any member of his/her household or family. Unless a lifelong condition is specified the affidavit or certificate is only valid for one year from the date signed by the physician and must be renewed yearly.
2. An exemption from the state board of education for reasons of conscience, including a religious belief. You may not claim an exemption due to inconvenience.

If a student transfers into the ACSA from another school, a grace period of no more than 30 days may be allowed at the new school while awaiting the transfer of the immunization record, during which time the student may be provisionally enrolled.

If an outbreak of a vaccine preventable disease occurs, upon the recommendation of the State Office of Public Health, school administrators may exclude students not properly immunized from attendance until the appropriate disease incubation period is over or the student presents evidence of necessary vaccination.

Consent to Medical Treatment

The school in which a minor student is enrolled may consent to medical treatment of that student, provided all of the following conditions are met:

1. The person having the power to consent as otherwise

provided by law cannot be contacted.

2. Actual notice to the contrary has not been given by that person.
3. Written authorization to consent has been received from that person.

Form of Consent

Consent to medical treatment under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment. The consent must contain:

1. The name of the student.
2. The name of one or both parents/guardians.
3. The name of the person giving consent and the person's relation to the student.
4. A statement of the nature of the medical treatment to be given.
5. The date on which the treatment is to begin.

Administering Medication

Only a parent, the school nurse or an ACSA employee specifically trained by the school nurse are legally permitted to administer medications provided:

1. A Louisiana State Medication Order Form has been completed by a Louisiana licensed physician, dentist or nurse practitioner for each medication.
The parent/legal guardian has completed a Consent to Administer Medication Form for each medication.
2. Any prescription or over-the-counter medication, is in the original container and properly labeled by a Louisiana pharmacy ordered specifically for the student named on the Medication Order Form.

Medications

Parents are encouraged to schedule the administration of the student medication so that medication is given at home whenever possible.

In cases where medication must be administered at school the following procedures apply:

1. All medications should be delivered directly to the school nurse by the parent. No more than 25 doses of medication can be delivered at one time. No medication may be kept in the classroom nor may students administer their own medication without prior approval from the nurse.
2. The initial dose of any newly prescribed medication must be taken at home.
3. Prescription medication must be taken to school in a pharmacy labeled prescription container.
4. The parent is responsible for administering the medication until all of the above provisions have been met.
5. Parents must pick up leftover medication. Students may take home only empty medication containers. If medicine remains, parents will be notified and medicine will be disposed of two weeks after notification if not picked up.
6. Prescription medications may fall into the category of "controlled substances" or "dangerous drugs." Students will be subject to disciplinary action if they do not follow the rules regarding prescription medications.
7. Check with your school nurse to obtain necessary forms for medication orders and consent, and specific policy information regarding medication during field trips, aftercare and after school activities.

Self-Administration of Prescription Asthma Medicine by Students

A student with asthma may possess and self-administer prescription asthma medicine while on school property or at a school-related event or activity if:

1. a prescription is labeled on the medication;
2. the self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
3. a parent of the student provides to the school:
 - a. written authorization, signed by the parent, for the student to self-administer prescription asthma medicine while on school property or at a

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- school-related event or activity; and
- b. a written statement from the student's physician or other licensed health care provider, signed by the physician or provider, that states that the student has asthma and is capable of self-administering the prescribed medication, the name and purpose of the medication, the prescribed dosage, the time at which or circumstances under which the medicine may be administered, and the period for which the medicine is prescribed.
 4. The school nurse has done a final assessment of the student's capability to properly self-administer the medication and deems it reasonable and safe.

The physician's statement must be kept on file in the school nurse's office of the school the student attends.

Food Allergies

Any student who suffers from food allergies should contact the school nurse or the principal. The nurse or principal will determine on an individual basis as to the best procedure for that student to follow.

Pregnant Students

It is recommended that a student who becomes pregnant notify the school nurse immediately upon knowledge of the condition. Pregnant students will be permitted to continue in school in all instances with the support of a physician's statement provided to the school verifying her medical condition and approving continued attendance with any restrictions that she may have for certain activities.

ATHLETIC CODE OF CONDUCT

Schools within the ACSA may provide an athletic program tailored to the needs of its student body. ACSA believes that participation in athletic competition provides students with the opportunity to learn responsibility, education, leadership, hard work, respect for rules, respect for authority and many other positive traits. Schools promote these qualities to help build a strong athletic program. **It is recognized that some of the expectations for athletes exceed the expectations for the general student body.** Athletes are expected to follow policies of the ACSA and their individual schools. The facts and circumstances will be taken into consideration when determining consequences for rule violations.

The following penalties will be administered throughout the association when infractions occur.

Tobacco

No athlete shall, while on or off school grounds, use, possess, distribute or be under the influence of tobacco.

A first offense will result in a two-week suspension of the athlete from game competition. If there are not two weeks remaining in that sport season, the balance will be fulfilled in the subsequent sport season. A contract will be required.*

A second offense will result in dismissal of the athlete from the athletic program for the remainder of the school year in which the infraction occurred. Another contract will be required.

A third offense will result in the dismissal of the student from athletic competition.

Alcohol

No athlete shall, while on or off campus, sell, give, deliver, use, possess or be under the influence of alcohol.

The first offense will result in a four-week suspension of the athlete from game competition. If there are not four weeks remaining in that particular sport season, the balance will be fulfilled in the subsequent sport season. A contract will be required.

The second offense will result in dismissal of the athlete from the athletic program for the remainder of the school year in which the infraction occurred. Another contract will be required.

A third offense will result in the dismissal of the student from athletic competition.

Illegal Substances

No athlete shall, while on or off campus, sell, give, deliver, use, possess, or be under the influence of illegal substances.

A first offense will result in a 6 week suspension of the athlete from game competition. If there are not six weeks remaining in that particular sport season, the balance will be filled in the subsequent sport season. A contract will be required.

A second offense will result in the dismissal of the student from athletic competition.

Criminal Misconduct on campus (fighting, theft, vandalism)

Any athlete guilty of criminal misconduct on campus will face the following consequences:

A first offense will result in a 3-6 week suspension of the athlete from game competition determined by the circumstances surrounding the incident. If there are not 3-6 weeks remaining in the particular sport season, the balance will be filled in the subsequent sports season. A contract will be required.

A second offense will result in dismissal of the athlete from the athletic program for the remainder of the school year in which the infraction occurred. Another contract will be required.

A third offense will result in the dismissal of the student from athletic competition.

Other behaviors identified by the school may result in suspension or dismissal of an athlete. Athletes must remain aware that participation in extracurricular activities or sports is considered an honor and a privilege and not a right.

*Contracts

Upon verification of a first offense of the Athletic Code of Conduct, the athlete will be required to attend a conference in which he/she will be presented a contract among the athlete, parent/guardian, administrator, and his/her coach and athletic director. The contract will reflect an understanding of the expectations of his/her particular campus and consequences for future rule violations. The contract must be signed by the athlete and his/her parents or guardians prior to reinstatement on the team for competition.

ORGANIZATIONS

Clubs and organizations covering many topics of interest may be offered to allow students the opportunity to grow and develop. Students should find or work with campus administrators to create clubs in which to share their particular interest with others.

Membership in these clubs, subject to scholastic qualifications, is open to all students. Schools may not create secret societies or clubs. The ACSA may adopt a policy establishing the number of times as student who is otherwise eligible to participate in extracurricular activity may be absent from class to participate in an extracurricular activity sponsored or sanctioned by the association.

Students in leadership positions and students who participate in extracurricular activities, on or off campus, are subject at all times to school and association policy regarding participation. The student's privilege of participation in these activities may be revoked, suspended, or otherwise adversely affected at any time when:

1. the instructor/sponsor of an extracurricular activity or a campus administrator determines that the student's conduct has a

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negative effect on the morale or discipline of the other participants in the extracurricular activity; and/or

2. the instructor/sponsor of an extracurricular activity or a campus administrator determines that the student's conduct has a negative effect on the reputation of the student's team, school, or the ACSA; and/or
3. the instructor/sponsor of the extracurricular activity or a campus administrator determines that the student's conduct warrants the revocation or suspension of the student's extracurricular activities as a disciplinary measure.

Athletics – High Schools

ACSA High Schools offer programs for both men and women. Schools participate in Louisiana High School Athletic Association leagues and all sports activities are governed by the rules and regulations established by these organizations.

Students who are interested in trying out for a sport should contact the head coach for that sport. Eligible students who wish to participate in athletics must first secure their parent's permission and doctor's approval. These forms may be obtained from the coach. After the proper signatures are recorded, these forms are to be returned to the coach.

Extra-Curricular – High Schools

Students must comply with LHSAA guidelines for eligibility as well as any outlined by the individual schools. Students should see their coach for specific rules for their school.

FIELD TRIPS – COMPETITIVE ACTIVITIES

Any student who intends to be a participant or spectator at an event for which the school provides transportation will be expected to follow the guidelines listed below:

1. Conduct, language and attitude on the bus and at the site of event will reflect the courtesy and proper conduct in keeping with the type of event.
2. School songs and cheers are welcome when the occasion is appropriate.
3. Students will be assigned to buses. A student who rides to an event on a school bus will ride the same bus back to school.
4. Dress on the bus will be the same as that required at school unless the principal should direct otherwise.

Students who are absent from school that day of the event will not be allowed to participate. The principal must approve any exceptions.

Sponsors will provide students and parents with a written agenda of the trip which shall include:

- (1) place, date, and time of departure and return;
- (2) method of transportation;
- (3) name, address, and phone number of overnight accommodation if the event involves more than one day;
- (4) list of items which will be needed by the student while on the trip;
- (5) schedule of events students will attend or participate in while on the trip.

Sponsors shall verify that each student has submitted a permission form signed by the parent or guardian prior to leaving on the trip. If the parent refuses to give permission, the student does not participate. Sponsors and chaperons are entrusted to support and enforce the rules and regulations as outlined in the student handbook.

TITLE IX

The ACSA constantly works to ensure a quality educational program to all students by preparing individuals to develop to their fullest potential as citizens of New Orleans and our society as a whole.

Instructional programs are provided to help meet the physical, intellectual, and emotional needs of students, and to provide opportunities that will give students a mastery of the basic skills or learning, thinking, and problem solving. All students' needs shall be met without discrimination on the basis of gender.

Students, parents, or any person who believes that a violation of Title IX prohibitions against discrimination and/or harassment on the basis of sex may have occurred will report such allegations to the principal for resolution. Complaints not resolved at the school level may be appealed to the Executive Director of Exceptional Student Services at the ACSA Central Services Office.

SECTION 504

No qualified disabled student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any association service program or activity.

The association designates the following employee to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973, as amended, regarding student matters:

Position: Appraisal and Social Work Coordinator

Address: 3712 MacArthur Blvd., Suite 100-A, New Orleans, LA 70114

Office Telephone: 504-302-7038

SIGN LANGUAGE INTERPRETER

ACSA in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education and Improvement Act of 2004 and will provide qualified sign language interpreters for all Deaf and Hearing Impaired students who require these services in connection with district activities. Contact an ACSA school for more information.

SOCIAL EVENTS

All social events scheduled at an ACSA school shall be approved by the school principal. These functions must have adults present. Students who fail to conduct themselves properly at any social event will be asked to leave and will be subject to disciplinary action by the principal. All extracurricular activities (sponsored by or held in the school) are considered to be learning experiences and must be controlled by school personnel.

STUDENT IDENTIFICATION CARDS

Schools reserve the right to require identification cards for each student. Students will be presented information regarding the issuing of I.D. cards at the beginning of the school year. Additional information can be obtained by contacting the school's main office. When I.D.'s are issued the following rules apply:

1. This card must be worn by the student at all times on campus and carried at all school functions.
2. Students are required to present this card to any official or
3. Authorized representative of the school upon request. Failure to do so makes the student subject to disciplinary action.
4. Loss of the card should be reported immediately to the schools office.

FIRE DRILLS

Fire drills are conducted for two reasons (1) to train students to leave the building in an orderly manner and quickly in the event of an emergency alarm; and (2) to teach discipline in times of emergency in later life. These goals can be accomplished with student cooperation.

When an alarm is sounded, all students should immediately leave the room as directed by the teacher and proceed to the designated exit. They should walk in an orderly manner without talking or pushing. When the students reach the safety zone, they should turn and face the building while remaining in line. In case of an obstructed fire drill in which an exit is blocked, the students should then proceed to an alternate exit.

Students will be instructed at their campus as to what signals indicate a fire alarm.

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STUDENT TRANSPORTATION

High school students may be permitted to drive vehicles to school and to park on campus subject to guidelines and regulations published by the school. This privilege may be suspended or terminated by the school administration if it is abused.

Racing carts, go-carts, and motor bikes or scooters are prohibited and may not be driven on school property at any time.

SELLING OF ITEMS BY INDIVIDUALS

The selling of items within the school is restricted to those who receive permission from the principal.

VALUABLES/PERSONAL PROPERTY

Students are responsible for the care and custody of personal items. The ACSA cannot assume responsibility for items lost or stolen while at school. The ACSA recommends that valuable items such as cameras, jewelry, money, expensive clothing, etc., be left at home.

STUDENT CODE OF CONDUCT



“Education...Just Different”

INTRODUCTION

The Algiers Charter Schools Association works to develop an environment where students are free to develop without hindering the freedom of other individuals to develop as well. Students must learn to accept responsibility for their own actions. The Orleans Parish Traditional Public and Charter Schools Student Code of Conduct is dedicated to making sure all students are in school and engaged in learning. This Student Code of Conduct partners with Positive Behavior Support to foster student academic and behavioral success.

The key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, all members of the school community need to respect each other in order for our schools to be positive learning environments for children.

The information in this Student Code of Conduct outlines consistent expectations for student's behavior in school, describes appropriate interventions, outlines consequences for students who engage in inappropriate behavior, and explains the rights and responsibilities of members of the school community. This code applies to the actions of students during school hours, on the way to and from school, on school property, in *Local Education Agency* (LEA) sponsored vehicles, and attending all school sponsored events.

Please take the time to read this document and discuss it with your child. The staff of the Office of ACSA School Administration is available to answer any questions you have about the Orleans Parish Traditional Public and Charter Schools Student Code of Conduct. Please call (504) 302-7000 with any questions.

NOTE: State law requires that the Student Code of Conduct be shared with parents/legal guardians, students, and teachers and be reasonably and consistently enforced.

Mission of the Louisiana Department of Education

The mission of the Louisiana Department of Education is to:

- Ensure Higher Academic Achievement for all Students
- Eliminate all Achievement Gaps
- Prepare Students to be Effective Citizens in a Global Market

Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive, and supportive learning environment

- An orderly, safe environment can best be achieved through the implementation of consistent school-wide *positive behavior supports* and *discipline* plans

Definition of Discipline

Discipline is defined as the steps, action, or training that teachers, administrators, support staff, and parents implement to enhance student academic, social, moral, or mental improvement.

STUDENT PLEDGE

- I pledge to be safe, responsible, and respectful
- I pledge to be a problem-solver
- I pledge to work hard, do my best, and be proud of myself

Behavioral Expectations and Responsibilities

Responsibilities of the School Community:

- BE SAFE: Understand the Student Code of Conduct and what is expected of you
- BE RESPONSIBLE: Encourage and assist others
- BE RESPECTFUL: Respect the rights of students, parents/guardians, faculty, staff, and visitors

Responsibilities of District Administrators

- Provide appropriate training and resources as needed to implement *Positive Behavior Support* at each school site
- Assist parents/legal guardians who are unable to resolve issues at the school-level
- Review and revise (if needed) the Student Code of Conduct annually
- Conduct *expulsion* hearings
- Review *suspension/expulsion* appeals

Responsibilities of School Administrators

- Distribute the Student Code of Conduct to students, parents/legal guardians, and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Identify appropriate training and resources as needed to implement *Positive Behavior Support*
- Use professional judgment to prevent minor incidents from becoming major challenges
- Review *discipline* referrals and determine appropriate intervention or consequence

Responsibilities of Teachers

- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct
- Address infractions through a variety of interventions such as *Positive Behavior Support*, including alternatives to *suspension* and *expulsion*
- Provide corrective instruction to students who demonstrate challenging behavior
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional training or staff development as needed

Responsibilities of Students

- Be in attendance **EVERY** student-activity day scheduled by the local educational governing authority
- Follow the Student Code of Conduct
- Follow school's expectations and rules
- Follow the school's dress code
- Respect school property and the property of others
- Work hard and do your best
- Ask teachers, social workers, counselors, parents/legal guardians, school administrators, and other adults for help to solve problems

Responsibilities of Parents/Legal Guardians

- Read the Student Code of Conduct
- Support your child in following the Student Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Make sure your child comes to school every day on time and ready to learn
- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to assist and support your child within the school and the community

Responsibilities of Public Safety Officers (for the Recovery School District [RSD])

- Help school officials cope with the growing incidence of school violence
- Assist in creating a safe and conducive learning environment in our schools
- Work in conjunction with the Positive Behavior Mandates
- Provide schools with on-site security and a direct link to local law enforcement agencies
Collaborate with local law enforcement officers, Professional School Counselors, School Social Work Specialists, and school administrators

Student Code of Conduct

The Student Code of Conduct is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to *discipline* students for poor academic achievement or failure to complete assignments.

- A parent or legal guardian's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, *discipline* for students with disabilities shall be administered in accordance with federal and state law (**see page 26**).
- The Student Code of Conduct applies to actions of students during school, **ON THE WAY TO AND FROM SCHOOL**, while on school property, while traveling in vehicles sponsored by the district and during all school-sponsored events.

Dress Code Expectations

Each school site shall develop a dress code policy in partnership with students, parents and school personnel. Each dress code policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school principal shall inform the student, parent/legal guardian, and school community about the school dress code policy. All students and parents/legal guardians are expected to follow the written policy.

Questions about the school Dress Code Policy should be referred first to the school principal or other school authority. Individuals who have further questions about a school's Dress Code Policy can contact the Local Education Authority where the student is enrolled.

Procedures for Correcting Inappropriate Attire:

School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire. **Principals and staff must not remove the student from the instructional process or send a student home for inappropriate attire or for not having an identification card. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.**

If the inappropriate attire cannot be corrected immediately, staff will take the following steps:

1st Occurrence: The student will be returned to class with a letter of reminder regarding inappropriate attire to the parent/legal guardian from the principal or designee to be signed and returned the following day.

2nd Occurrence: The student will be returned to class with a letter of reminder regarding inappropriate attire and parent/legal guardian is called in for a conference with teacher or other school personnel. The teacher or other school personnel will determine if the school social work specialist is needed to assist the child in obtaining a uniform.

3rd and Subsequent Occurrence: The student will be returned to class with a letter of reminder regarding inappropriate attire, and parent/legal guardian is called in for a conference with teacher and/or other school personnel. The student will attend an after school on-site detention.

Attendance Expectations

In compliance with the Louisiana Compulsory School Attendance Law (R.S. 17:221 and 232), all students between the ages of seven and eighteen are required to attend a public or private day school unless the child graduates from high school prior to his/her eighteenth birthday. Any child below the age of seven who legally enrolls in school is also subject to the compulsory attendance law.

Attendance Policy for Elementary and Middle School Students

Elementary and middle school students shall be in attendance a minimum of one hundred sixty (160) days per school year to be eligible for promotion.

Attendance Policy for High School Students

High school students must be present a minimum of eighty-one (81) days or the equivalent per semester or one hundred sixty-two (162) days for schools not operating on a semester basis to be eligible to earn credit for the courses taken. Students attending high schools operating in ninety (90) minute blocks of instructional time must adhere to that school's attendance policy to receive credit.

Exception:

"The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified by the Supervisor of Child Welfare and Attendance. Students shall be temporarily excused from the attendance regulation for the following reasons:

Temporarily Excused Absences

1. Extended personal physical or emotional illness as verified by a physician. Each *Local Education Agency* (LEA) shall adopt policies regarding the requirement of a certificate from a physician or nurse practitioner licensed in the state in substantiation of the absence;
2. Extended hospital stay as verified by a physician or dentist;
3. Extended recuperation from an accident as verified by a physician, dentist, or nurse practitioner;
4. Extended contagious disease within the family as verified by a physician or dentist;
5. Observance of special and recognized holidays of the student's own faith.

"For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the LEA."

"The only other exception to the attendance regulations shall be other absences that are verified by the principal or his/her designee as stated below:

1. prior school system-approved travel for education;
2. death in the family (not to exceed one week); or
3. natural catastrophe and/or disaster."

Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.

Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences, and *suspensions*.

Make-Up Work

Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work.

Students shall not be excused for any absences other than those listed above, shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work.

Students shall not be excused from school to work on any job, including agriculture and domestic services, even in their own homes or for their own parents or tutors, unless it is part of an approved instructional program.

Students absent from school as a result of any *suspension* shall be counted as absent, shall be given failing grades for those days suspended, and shall not be given an opportunity to make up work.

If a *suspension* is modified or reversed through the *suspension* appeal process, related absences will be excused and the students will receive make-up work for those excused days.

Visitors to Campus

To provide safe and orderly learning environments, **ALL** visitors to campus must report to the school office **IMMEDIATELY** upon entering the school to request authorization from the school principal or an appropriate school official designated by the school principal.

School Bus Conduct

Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a student commits an infraction covered in the Student Code of Conduct on a school bus, the school bus driver/monitor will complete the “The School Bus Behavior Report” and give a copy of the form to the principal, parent/legal guardian, and the student.

If the principal decides a conference is necessary, the principal or designee will notify the parent/legal guardian the same day or the following school day. The parent conference with the principal or designee will be held in person or by phone before the student is allowed to ride the bus again.

A *school bus suspension* does not necessarily mean a *suspension* from school. If a child is suspended from the school bus, it is the parent/legal guardian’s responsibility to ensure that the child gets to school on time.

Classifying Infractions

Discipline incidents will be classified as Level 1, Level 2, and Level 3 infractions.

Level 1 Infractions – *Discipline* incidents that can be handled by the teacher and do not warrant a *discipline* referral to the principal or his/her designee. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Level 1 Infraction.

Level 2 Infractions – *Discipline* incidents that severely interfere with anyone’s safety and learning, are of a threatening or harmful nature, and are legal violations and warrant administrative interventions. Such behaviors should be considered Level 2 Infractions.

Level 3 Infractions – *Discipline* incidents that require immediate response from administration, crisis team, entire staff, and/or community support are Level 3 Infractions.

Corrective Strategies: Alternatives to Suspension and Expulsion

Academic success is directly correlated with instructional time received by the student.

In the effort to fully implement *Positive Behavior Support* and reduce the loss of instructional time due to *out-of-school suspension* and *expulsion*, each school should utilize a wide variety of *corrective strategies* that incorporate a *positive behavior support* systems approach.

Positive Behavior Support (PBS) is a school systems approach to creating and maintaining a climate of safety and learning in our schools. All intervention techniques used in *Positive Behavior Support* are evidenced-based and have been shown to be effective in reducing school *discipline* violations and creating effective learning environments. Intervention techniques are divided into three categories or systems of support: Universal, Selected, and Targeted. The effectiveness of the strategies in creating safe climates of learning is directly related to the support and reinforcement by all staff in school buildings at all times. Consistency and common language in school rules and expectations from all staff creates a predictable school environment for students.

Universal Strategies are the most prevalent and affect the most students. These strategies are for all students and are usually the most easily identified because they are observed school-wide, in the common areas of the school and in classrooms. Positive Behavior Strategies may include but are not limited to:

- effective academic instruction
- social skills teaching;
- effective classroom management;
- posting, teaching, and re-teaching school behavior expectations;
- positive reinforcement for all students;
- active supervision and monitoring by all staff;
- firm, fair, and corrective *discipline*; and
- data-based decision making.

Selected Strategies are for students who are at-risk and include classroom and small group strategies. Students in the at-risk group benefit from the universal strategies, but may need extra support to be successful. The Positive Behavior Strategies may include but are not limited to:

- intensive social skills teaching,
- self-management programs;
- school-based adult mentors, and
- alternatives to *out-of-school suspension*.

Targeted Strategies are for students who are at high-risk and include individual interventions. Students who are in this group benefit from the universal and selected strategies, but will need the extra support in order to stay in school. The Positive Behavior Strategies may include but are not limited to:

- intensive academic support;
- functional assessment;
- individual behavior management plans;
- parent training and collaboration;
- multi-agency collaboration, alternatives to *suspension* and *expulsion*; and
- community service.

Additional Corrective Strategies, also known as alternatives to *suspension* and *expulsion*, may include but are not limited to:

- Contact and/or conference with parent or legal guardian.
- *Behavior Contract*
- *Behavior Intervention Plans*
- *Home to School and School to Home Communication System*
- *Reflective activity*
- Loss of privilege
- Schedule adjustment (if possible)
- Referral to the School Social Work Specialist
- Referral to the Professional School Counselor
- Referral to the *Response to Intervention Team (RTI)*
- *After-school detention*
- *Saturday School*
- *School Bus Suspension (see School Bus Conduct pg. 12)*

Level 1 Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	Level 1 Infractions	Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. <i>Corrective Strategies may include but are not limited to;</i>
BE SAFE	Remain in assigned areas.	1.23 Boarding school bus at incorrect stop 1.42 <i>Horseplaying</i> 1.43 Violates off-limits/restricted area	<u>First Infraction:</u> <ul style="list-style-type: none"> Use of the Orleans Parish Traditional Public and Charter Schools Student Code of Conduct to reinforce positive behavior and present the student with opportunities to develop appropriate social skills. Posting, teaching, and re-teaching school behavior expectations Having the student apologize and making amends with those affected <u>Repeated Infractions:</u> <ul style="list-style-type: none"> Contact and/or confer with parent or legal guardian Implement a <i>Home to School and School to Home Communication System</i> Utilize <i>Check-In/Check-Out</i> Implement a <i>behavior contract</i> that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions Firm, fair, and corrective <i>discipline</i> Use of <i>Positive Behavior Intervention Support Services (PBISS)</i> <i>After-school detention</i> <i>Saturday School</i> Loss of privilege Data-based decision making Refer the student to the <i>Response to Intervention Team</i>
BE RESPONSIBLE	Arrive to class on time and participate in class.	1.19 Is habitually tardy and/or absent 1.25 Eating/drinking/littering 1.26 Skipping class/school 1.32 Habitual dress code violation 1.39 Not having proper materials, supplies, and/or equipment for class participation 1.40 Not participating in class 1.47 Not dressing out for physical education class 1.48 Sleeping in class 1.49 Not having/incomplete homework 1.65 ID violation	
BE RESPECTFUL	Follow the teacher's directions and use positive language with peers.	1.03 Making an unfounded charge against authority 1.04 Using profane and/or obscene language 1.35 Refusing to sit in assigned seat 1.37 Public display of affection (holding hands, kissing, hugging, etc.)	

		1.50 Talking in class 1.99 Any other infraction that the principal deems similar in severity to other Level 1 infractions	<ul style="list-style-type: none"> • Refer the student to the School Social Work Specialist • Refer the student to the Professional School Counselor • <i>School Bus Suspension</i> (if applicable)
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Level 2 Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	Level 2 Infractions	Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. <i>Corrective Strategies may include but are not limited to;</i>
BE SAFE	Solve problems peacefully.	2.08 Using/possessing tobacco and/or lighter 2.17 Violating traffic and safety regulations 2.22 Leaving school bus without permission 2.34 Using inappropriate objects (i.e. the use of an object to harm others or damage property) 2.52 Physical assault without serious bodily injury	<u>For Level 2 infractions, the following steps must be implemented:</u> 1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference. 2. MANDATORY <i>school-level investigation</i> and student conference If the principal determines that disciplinary action is warranted: 3. MANDATORY school-level conference with student, parent, principal or designee and staff member(s) involved to determine and implement appropriate <i>corrective strategies</i> 4. MANDATORY complete Functional Behavior
BE RESPONSIBLE	Respect school property and ask before borrowing other's property.	2.11 Cutting, defacing, damaging school/ <i>vandalism</i> 2.18 Leaving school or classroom without permission 2.20 Is guilty of stealing (less than	

		<p>\$100.00)</p> <p>2.28 Gambling</p> <p>2.31 Habitual violations of school/class rules</p> <p>2.33 Failing to attend <i>detention</i> or <i>in-school suspension</i></p> <p>2.51 Using computer without permission/Improper use of computer (e.g. viewing unauthorized websites, overriding district filter)</p> <p>2.60 <i>Extortion</i> (less than \$100.00)</p>	<p>Assessment and <i>Behavior Intervention Plan</i></p> <p>5. If needed, refer to the <i>Response to Intervention Team</i>.</p> <p>6. MANDATORY <i>suspension</i></p> <p>Corrective Strategies:</p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian • Implement a <i>home to school and school to home communication system</i> • • Post, teach, and re-teach school behavior expectations • Utilize <i>Check-In/Check-Out</i> • Implement a <i>behavior contract</i> that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective <i>discipline</i> • Use of <i>Positive Behavior Intervention Support Services</i> • <i>After-school detention</i> • <i>Saturday School</i> • Loss of privilege • Data-based decision making • Refer the student to the <i>Response to Intervention Team</i> • Refer the student to the School Social Work Specialist • Refer the student to the Professional School Counselor • School Bus Suspension (if applicable)
BE RESPECTFUL	Consider other's feelings and respect personal space.	<p>2.01 Willful disobedience</p> <p>2.02 Treating an authority with disrespect (includes profanity towards an authority figure)</p> <p>2.10 Disturbing the school / habitually violating rules (one-on-one fight)</p> <p>2.12 Writing or drawing obscene /profane language/pictures</p> <p>2.36 Treating another student(s) with disrespect</p> <p>2.99 Any other infraction that the principal deems to be similar in severity to other Level 2 infractions</p>	

Level 3 Infractions: Corrective Strategies

District- wide Behavioral Expectations	Examples of Expected Behaviors	Level 3 Infractions	Possible Corrective Strategies: Multiple strategies will be used depending on individual student's needs. <i>Corrective Strategies may include but are not limited to;</i>
BE SAFE	Ask for help if you do not feel safe.	3.06 Conduct or habits injurious to others (peers/authority) 3.07 Using/possessing controlled dangerous substances 3.09 Using/possessing alcoholic beverages 3.13 Using/possessing weapons prohibited under federal law (handguns, automatics, etc.) 3.14 Using/possessing weapons not federally prohibited (knife, box cutter, mace, etc) 3.15 Throwing missiles liable to injure others 3.16 Instigating or participating in fights (interference in a fight) 3.21 Committing any other serious offense 3.27 Threatening/intimidating students/faculty 3.29 Possessing/shooting fireworks 3.45 <i>Bullying</i> (harassing, intimidating, cyberbullying) 3.53 Physically assaulting with serious bodily injury 3.54 <i>Aggravated assault</i> to another student 3.55 <i>Aggravated assault</i> to a school	For infractions involving possession, use or concealment of illegal drugs and firearms, the following steps must be implemented: 1. MANDATORY student conference and school-level investigation If the principal determines that a recommendation for expulsion is warranted: 2. MANDATORY parental contact 3. MANDATORY school-level conference 4. MANDATORY referral to the <i>Response To Intervention Team</i> 5. MANDATORY referral to School Social Work Specialist and Professional School Counselor 6. MANDATORY recommendation for <i>expulsion</i> and interim placement <u>For all other Level 3 infractions, the following steps must be implemented:</u> 1. MANDATORY student conference and school-level investigation If the principal determines that a recommendation for expulsion is warranted:

		<p>district employee</p> <p>3.56 Rape/<i>sexual assault/battery</i></p> <p>3.57 Arson (starting a fire)</p> <p>3.58 Using any object or substance to harm, frighten, or intimidate others</p> <p>3.59 Causing a false fire alarm or making bomb threats</p> <p>3.63 Group fighting</p>	<p>2. MANDATORY parental contact</p> <p>3. MANDATORY school- level conference with School Social Work Specialist and Professional School Counselor present</p> <p>4. MANDATORY complete Functional Behavior Assessment and <i>Behavior Intervention Plan</i></p> <p>5. If needed, refer to the <i>Response to Intervention Team</i> .</p> <p>6. MANDATORY referral to School Social Work Specialist for an assessment and, if necessary, implementation of school-based treatment plan, or referral to a mental health facility</p> <p><i>Corrective Strategies:</i></p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian • Implement a <i>home to school and school to home communication system</i> • Parent training and collaboration • Posting, teaching, and re-teaching school behavior expectations • Utilize <i>Check-In/Check-Out</i> • Implement a <i>behavior contract</i> that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Community service • Firm, fair, and corrective <i>discipline</i>
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			<ul style="list-style-type: none"> • Use of <i>Positive Behavior Intervention Support Services</i> • <i>After-school detention</i> • <i>Saturday School</i> • Loss of privilege • Data-based decision making • Refer the student to the <i>Response to Intervention Team</i> • Refer the student to the School Social Work Specialist • Multi-agency collaboration • Refer the student to the Professional School Counselor • <i>School Bus Suspension</i> (if applicable)
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Suspensions

A *suspension*, in which the student is not allowed to attend school for a designated period of time, is a corrective strategy a school may take if a student commits a Level 2 or 3 infraction.

When a student is suspended for a second time within one school year, the principal may require that a counseling session be held with the parent and student by the Professional School Counselor.

Responsibilities of the school and the parent or legal guardian when a *suspension* is given are explained below in the section entitled, “Due Process Procedures for *Suspensions*.”

Due Process Procedures for Suspensions

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any *suspension* or *expulsion*. For Student Code of Conduct infractions that may warrant a *suspension* or recommendation for *expulsion*:

1. The principal or his or her designee must conduct a student conference and school-level investigation within a 24 hour period.*
2. Prior to any *suspension*, the school principal or the principal’s designee must advise the student in question of the particular misconduct of which he or she is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the school principal or his or her designee.**
3. The principal, or the principal’s designee, must contact by telephone or send a certified letter to the parent or legal guardian of the student, to give notice of the *suspension*, to provide the reason for the *suspension*, and to establish a date and time for a conference with the principal or his or her designee as a requirement for readmitting the student. **
 - a. If the parent or legal guardian fails to attend the required conference within five (5) school days of mailing the certified letter or other contact with the parent or legal guardian, the Louisiana Compulsory Attendance Law (R.S. 17:221 and 232) shall become effective. Title 17, Section 221 of the Louisiana Revised Statutes states:

“All children between the ages of 7 and 18 (from the seventh to the eighteenth birthday) must attend a public or private day school, unless the child graduates from high school prior to his/her eighteenth birthday. Any child below the age of seven, who legally enrolls in school, shall also be subject to the provision of this subpart. Every parent residing within the state of Louisiana must assure the attendance of their children in regularly assigned classes during regular school hours as established by the school board.”

- b. On not more than one occasion each school year when the parent or legal guardian refuses to respond, the principal may determine whether readmitting the student is in the best interest of the student.
 - c. On any subsequent occasion in the same year, the student shall not be readmitted unless the parent, legal guardian, or other appointed representative responds.
4. **THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT OR LEGAL GUARDIAN.** A student whose presence in a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school premises without the benefit of the procedure described above; however, the necessary procedure shall follow as soon as possible. **NO STUDENT SHALL BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR THE *SUSPENSION*.**
5. The school must give the parent or legal guardian of the suspended student notice in writing of the *suspension* and the reason for the *suspension*.**
6. Any parent or legal guardian of a suspended student shall have the right to appeal a *suspension* to the LEA School Board, superintendent or superintendent's designee, who shall conduct a student hearing on the merits of the case.
7. In all cases of *suspensions*, the parent or legal guardian, the LEA School Board, superintendent or the superintendent's designee, and/or the Supervisor of Child Welfare and Attendance must be notified in writing of the facts concerning each *suspension*, including the reasons and terms of the *suspension*.
8. The decision of the LEA School Board, superintendent, or the superintendent's designee on the merit of the case, as well as the term of *suspension*, is final. The superintendent has the right to pardon any portion of the time of the *suspension*.

All students have the right to fair and reasonable treatment during disciplinary proceedings. **Your child has a right to bring a representative of his/her choice to all disciplinary proceedings.**

If you encounter a problem with *discipline* procedures, or you feel that your child has not been treated fairly in resolving *discipline* issues, please contact the Local Education Authority where the student is enrolled.

*RSD Policy

**Louisiana State Law

Appeal of Suspension

Any parent/legal guardian of a suspended student shall have the right to appeal a *suspension* to the LEA School Board, superintendent, or the superintendent's designee. The LEA School board, superintendent, or his or her designee will conduct a student hearing to review the *suspension*, based on the merits of the case. The decision of the LEA School Board, superintendent, or his or her designee shall be final.

The parent/legal guardian of students with disabilities who disagrees with any long-term removal for disciplinary reasons has the right to request a *due process hearing* (See "Discipline of Students with Disabilities" pg 26).

To appeal a *suspension*:

1. Submit a written statement of appeal request within five (5) days after the beginning date of the *suspension* to the Student Hearing Office with a copy of the disciplinary action form (Notification of *Suspension*).

After formal notification of the request, the Student Hearing Officer will assess the merits of the case. The decision of the Student Hearing Officer shall be final.

Expulsion

Expulsion is "any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently."

Any expelled student attending an alternative education program and exhibiting disorderly conduct shall be dismissed from the alternative education program and shall not be permitted to return to the alternative education program until his period of *expulsion* has ended (La. R.S. 17:416.2).

Any student who has been suspended on three occasions for committing any of the infractions set forth in La. R.S. 17:416, during the same school year, **SHALL** on committing the fourth such infraction, be expelled from all public schools of the parish or city school system where he or she resides until the beginning of the next regular school year, subject to the review and approval of the local educational governing authority.

Any student, after being suspended for committing a Level 3 Infraction, **MAY** be expelled upon recommendation by the school principal. The principal **SHALL** immediately suspend and recommend for *expulsion* a student who is found guilty of possessing on school property, on a school bus, or at a school sponsored event :

- a firearm,
- a knife (the blade of which equals or exceeds two inches in length),

- any other dangerous instrument, or
- any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form (including any student who distributes, sells, gives, or loans one of these substances).

The principal or his or her designee **SHALL** immediately recommend the student's *expulsion* in accordance with Louisiana Revised Statutes (La. R.S. 17:416) except in the case of a student in kindergarten through grade five who is found carrying or possessing a knife as described above, the principal **MAY**, but shall not be required to, recommend the student's *expulsion* in accordance with La. R.S. 17:416.

Note: No student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he seeks admittance.

Due Process Procedures for Expulsions

A principal cannot expel a student. A principal can recommend a student for *expulsion*. If a principal recommends a student for *expulsion* the student will be suspended pending a student hearing for a recommendation for *expulsion*. The student will have an *expulsion* hearing, in which the Student Hearing Officer will determine if the recommendation for *expulsion* is upheld, modified, or reversed.

The due process procedures for recommendations for *expulsion* and *expulsion* hearings are as follows:

1. The principal or his or her designee must conduct a student conference and school-level investigation within a 24-hour period.*
2. A hearing is conducted by the LEA School Board, superintendent, or the superintendent's designee.
3. A determination of whether to expel the student is made by the local education governing authority or his or her designee.
4. The principal and teacher as well as the student **MAY** be represented by someone of his or her choice at this hearing.
5. The student **SHALL** remain on *suspension* until the hearing takes place.
6. The parent or legal guardian of the student, **MAY**, within five (5) days after the decision to expel the student has been made, request the local educational governing authority to review the findings of the LEA School Board, superintendent or superintendent's designee. Otherwise the decision of the superintendent or his or her designee shall be final.
7. The local educational governing authority, in reviewing the case, **MAY** uphold, modify, or reverse the superintendent's decision.

8. If the local educational governing authority upholds the decision of the LEA School Board, superintendent, or the superintendent's designee, the parent or legal guardian of the student **MAY**, within ten (10) days, appeal to the parish court in which the student's school is located. The parish court **MAY** reverse the ruling of the local educational governing authority. **

*RSD Policy

**Louisiana State Law

Hearing by LEA School Board, Superintendent, or Superintendent's Designee

A hearing shall be conducted by the LEA School Board, superintendent, or superintendent's designee at the request of the principal or his or her designee for all recommendations for *expulsion*. This hearing will determine the facts of the conduct warranting the recommendation for *expulsion* and make a finding of whether the student is guilty.

The student will be informed of the particular misconduct of which he or she is accused and will be given the opportunity to defend his or her actions. The student may be represented by a person of the student's choice (parental consent is required). The victim shall be permitted to attend the hearing and shall be permitted to present relevant information. (If the victim is a minor, parental consent is required.) It is the responsibility of the principal or his or her designee to notify the victim of the date and time of the student hearing.

Until the date of the student hearing, the student shall remain suspended from school and all school related activities.

A hearing shall be held for students with special needs when misconduct is not a manifestation of the student's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner, except that a *Free Appropriate Public Education* (FAPE) must be provided after the tenth (10th) day of removal, consecutive or cumulative (See "Discipline of Students with Disabilities" pg 26).

Upon conclusion of the student hearing, the LEA School Board, superintendent, or superintendent's designee shall determine whether such student shall be expelled or if other corrective or disciplinary action shall be taken. Disciplinary records shall be maintained in the student hearing office and shall be made available upon request.

Direct Expulsion and Admission of Students from Juvenile Institutions

The conviction of any student for a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony, may be cause for *expulsion* of the student for a period of time as determined by the school board. The *expulsion* shall require the vote of two-thirds of the elected members of the school board.

The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act whether committed in this state or outside this state, which had it been committed by an adult would have constituted a felony in this state may be sufficient cause for any public school system superintendent to refuse admission of the student to any school except upon review and approval of a majority of the elected members of the school board when request for admission is made to the board.

Appeal of Expulsion

A parent or legal guardian may request the Board of Elementary and Secondary Education (BESE) or its designee to review the findings of the LEA School Board, superintendent, or superintendent's designee at a time set by the board. Otherwise, the decision of the superintendent or superintendent's designee will be final.

To appeal an *expulsion*:

1. Submit a written statement of appeal request to BESE within five (5) days after an *expulsion* decision is rendered.
2. The time for the student hearing shall be set by the LEA.

After formal notification of the request and after reviewing the findings of the superintendent or his or her designee, BESE or its designee may uphold, modify, or reverse the superintendent's decision.

If the local educational governing authority upholds the decision of the superintendent, the parent or legal guardian of the student **MAY**, within ten (10) days, appeal to the district court for the parish in which the student's school is located. The court **MAY** reverse the ruling of the local educational governing authority.

Discipline for Students with Disabilities

A student with a disability may not be out of school for more than a total of ten (10) school days per school year as a result of disciplinary action.

Special education students are subject to the same rules as other students, but with limitations. After the removal of a special education student for more than ten (10) school days (consecutive or cumulative) for any reason, the student must be provided with procedural safeguards. Procedural safeguards are a set of technical state and federal laws that override all other state laws to the contrary.

If a school district removes a student with disabilities from the student's current educational placement for ten (10) school days in a school year, consecutively or cumulatively, regardless of the circumstances, beginning on the eleventh (11th) school day, all students must be offered education services, including:

- 1 Access to the general curriculum;
- 2 Implementation of the student's *Individualized Education Plan* (IEP)
- 3 Access to statewide test/LEAP 21/GEE 21 preparation and/or remediation equal to those services provided to general education students;
- 4 Services and modifications designed to prevent the behavior from recurring, if the behavior involves drugs, weapons or behavior substantially likely to cause injury to the student or others.

The following policy and procedures may be altered to insure individualization of programming as required by federal mandate.

SUSPENSION

After the first *suspension* the school should:

- 1) Conduct a conference with parent or legal guardian.
- 2) Conduct a *Functional Behavior Assessment*.
- 3) Develop and implement an individual *Behavior Intervention Plan* to address the behavior that resulted in *suspension*.

After the second *suspension*, the school should:

- 1) Reconvene the *IEP Team* to discuss/review the academic, social, and behavioral needs of the student
- 2) Conduct a *Functional Behavior Assessment* and develop/implement an individual *Behavior Intervention Plan* only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the Behavior Intervention Plan to address the suspendable behavior.
- 3) Discuss, review, and revise the *Individualized Education Plan*, as needed, to address the behavior resulting in the *suspension*.

After the third and subsequent *suspensions*, the school should:

- o Convene the *Manifestation Determination Review* (MDR) Committee and conduct a review to determine whether the behavior is related or not related to the student's disability. At least one person on the committee must know the student and one other must be knowledgeable of the student's disability. The parent or legal guardian must be notified of the review and every effort must be made to have the parent or legal guardian participate in the decision. If the parent or legal guardian does not participate, documentation of such must be included.

EXPULSION (LEVEL 3 INFRACTIONS/NOT-RELATED)

- 1) A student may be recommended for *expulsion* when a LEVEL 3 Infraction occurs.
- 2) When a student commits a LEVEL 3 Infraction that involves guns, other weapons, drugs, and/or presents a danger to self or others, the school is not prohibited from contacting law enforcement agencies.
- 3) All documentation submitted for any request for *expulsion* must be compliant. **Non-compliant Disciplinary Action packets will not be processed for a student hearing.** The student must be returned to the originating school and the recommendation for *expulsion* will be terminated due to non-compliance. **A student may not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) school days.** Should the school pursue the Recommendation for *Expulsion*, the student remains in school and the Student Hearing Officer will consider the recommendation on a case-by-case basis.
- 4) Following the behavior for which *expulsion* is being considered, a Manifestation Determination decision must be made as to whether the behavior is **RELATED** or **NOT RELATED** to the student's *exceptionality*. This decision must be made by a *Manifestation Determination Review* Committee consisting of at least one person who knows the student and one person familiar with the student's *exceptionality*. **NOTE:** Every effort must be made to include parents in this decision. If parents do not participate, then all efforts to include the parent(s) or legal guardian must be documented. The decision must be documented on the *Manifestation Determination Review* Summary Form.
- 5) If the *Manifestation Determination Review* Committee determines the behavior is **RELATED** to the student's disability, the student shall **NOT** be recommended for *expulsion*. An Official Notice of Disciplinary Action Form (Form 474) must be completed, signed by the *Manifestation Determination Review* Committee and submitted to the Student Hearing Office along with a copy of the *Manifestation Determination Review* Summary Form.
- 6) If the *Manifestation Determination Review* Committee determines the behavior is **NOT RELATED** to the student's disability, an Official Notice of Disciplinary Action Form, along with the *Manifestation Determination Review* Summary Form, must be submitted to the Student Hearing Office within 24 hours. The student's current IEP, *Multi-Disciplinary Evaluation* (MDE), *Behavior Intervention Plan*, police report (if applicable), security report, and other pertinent information must be attached. A BIP must be developed and submitted. **NOTE: A Behavior Intervention Plan must be submitted on all students classified as Emotional Disturbance and on all students who have been suspended prior to the recommendation for expulsion.**

NOTE: Neither the principal nor the authority figure involved in the incident with the student may serve as a member of the *Manifestation Determination Review* Committee. However, they may participate in the *Manifestation Determination Review* for informational purposes.

- 7) If the Manifestation Determination decision was **NOT RELATED**, a student hearing will be scheduled by the Student Hearing Office. **A student hearing will not be scheduled until all required documents are received by the Special Education Discipline Office. A student may not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) school days.** A current IEP (developed within the last thirty [30] school days) must be presented at the time of the student hearing to assist in making program/*placement* decisions.
- 8) If the Student Hearing Officer renders a **NOT-GUILTY** decision, the student will be returned to a traditional school setting by the Student Hearing Officer.
- 9) If the Student Hearing Officer renders a **GUILTY** decision, the length of the *expulsion* period will be determined by the Student Hearing Officer. The student will be placed, through the Student Hearing Office, in an appropriate *Interim Alternative Educational Setting* for up to forty-five (45) school days. During the forty-five (45) day period, appropriate interventions will be developed and implemented to address the behavior(s) for which the *expulsion* is being recommended.
- 10) An expelled student who fails to register at the Interim Appropriate Educational Setting within three (3) school days will be reported to the Department of School Social Work Services and the Louisiana School Compulsory Attendance Law will become effective (Title 17, Section 221 of the Louisiana Revised Statutes; see pg. 21).
- 11) **STUDENT MUST SERVE HIS/HER FULL PERIOD OF EXPULSION.**
NOTE: Students who exit the system immediately following their *expulsion*, and attempt to re-enter after the *expulsion* has expired, will be required to serve the full length of their *expulsion* after re-entry. Since a *placement* letter is required for re-entry, the student is referred to the Director of Multiple Pathways at 504-373-6200 extensions 20018 or 20022 before re-entering.

GLOSSARY OF TERMS

Aggravated Assault – an assault committed with a *dangerous weapon* (La. R.S. 14:37). A *dangerous weapon* includes any gas, liquid, or other substance or instrumentality, which, in the manner used, is calculated or likely to produce death or great bodily harm.[La. R.S. 14:2 (A)(3)].

Battery – the unlawful beating or other use of violent force on another person.

Behavior Contract – an agreement between the child and teacher and, often, the student's parent(s). The behavior contract is a written agreement that indicates how the individual will behave, the appropriate consequence should the student not behave according to the contract, and the reinforcement(s) to be utilized for successful compliance. The behavior contract is intended to provide the student with structure and self-management.

Behavior Intervention Plan (BIP) – a plan that is the result of a *Functional Behavior Assessment* (FBA). Behavior Intervention Plans are written documents that describe the inappropriate behavior to be changed as well as strategies or interventions implemented to address the target behavior. Behavior Intervention Plans are developed by either the classroom teacher or a team of school personnel who assist the teacher in proactively, consistently, and effectively addressing inappropriate behavior. Behavior Intervention Plans aid in communicating behavioral expectations to individual students or an entire classroom and also communicate the consequences of achieving the goal or objective. In addition, Behavior Intervention Plans allow frequent feedback regarding the effectiveness of the management strategies being employed, assist in documentation of student or class progress and provide useful guidelines for interacting with students.

Bullying – the act of intentionally causing harm to others through verbal or physical threats and/or demands with regard to race, color, national origin, gender, disability, sexual orientation, religion, or any other distinguishing characteristics that adversely affect the ability of a student to participate in or benefit from the school's educational programs or activities by placing the student in reasonable fear of physical harm.

Burglary – the act of entering a building or other premises with the intent to steal.

Change of Placement – occurs when either the school removes the student from his or her educational placement for more than ten (10) consecutive school days or the school removes the student from his or her educational placement on several occasions that constitute a pattern and add up to more than ten (10) school days.

Charter School – an independent school that is publicly funded. Under Louisiana law, private groups may apply for a charter, which allows them to operate an independent school using public money. There are various types of charter schools. Some are chartered by the state Board of Elementary and Secondary Education (BESE), while others are chartered either by the Orleans Parish School Board or the Recovery School District. ***Charter schools MUST follow the same state law regarding discipline and the same state and federal law regarding special education.***

Check-In/Check-Out (CICO) – a positive behavioral support for students who demonstrate moderate behavior problems. It is intended to provide frequent reinforcement for compliance with behavioral goals. Each of the behavioral goals should be defined in clear behavioral terms. The goals are set and altered by the CICO coordinator (e.g., School Social Work Specialist, Professional School Counselor) with the support of the *Response to Intervention* (RTI) team. The CICO coordinator meets twice daily with the student to individually provide social skills training related to each of the designated behavioral goals. The student will review the goals each morning with the CICO coordinator in order to completely understand the behavioral expectations.

Corrective Strategies – a list of strategies to be used as alternatives to *suspension* and *expulsion*.

Dangerous Weapon – a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and a half (2 ½) inches in length.

Detention – a form of *discipline* in which a student is required to spend extra time in school. A detention may take place before or after the school day, on the weekend (traditionally known as ***Saturday School***), and during breaks in the school day, such as lunch. Detention is usually considered one of the milder forms of disciplinary action available to a school.

Discipline – the steps, action, or training that teachers, administrators, support staff, and parents implement to enhance student academic, social, moral, or mental improvement.

Due Process Hearing – a formal hearing to resolve special education disputes between parents and schools. The *Individuals with Disabilities Education Improvement Act* (IDEIA 2004) includes rules of procedure for resolving such disputes. These rules include mediation, *due process hearings* and appeals to state or federal court. A *due process hearing* is usually a formal, contested trial.

Exceptionality – a student’s special learning need identified through the Multi-Disciplinary Evaluation process. There are several types of exceptionalities, including Autism/Asperger's Syndrome, Emotional Disturbance, Gifted and Talented, Specific Learning Disability and Mental Disability. Identifying a student’s *exceptionality* is the first step in determining the appropriate academic classroom placement for that student.

Expulsion – any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently.

Extortion – the communication of threats to another in order to obtain money, property or services.

Free and Appropriate Public Education (FAPE) – the standard of education that schools must provide to children with special needs or exceptionalities. The school must create a specific plan to address the child’s learning needs, place them in the appropriate educational setting for their needs, and deliver special education and *related services* required for the child to learn. FAPE differs for each student and ensures that all students with disabilities receive an appropriate public education at no expense to the family.

Functional Behavior Assessment (FBA) – a process of examining the function that a particular behavior serves for a student that includes an analysis of the frequency, intensity and duration of a behavior. The end result of the FBA is a *Behavior Intervention Plan* (BIP). A *Behavior Intervention Plan* is used to implement interventions for the specific behaviors as identified.

Horseplay – rowdy, rough, or boisterous play.

Home to School and School to Home Communication System – communication with families regarding school programs and student progress through effective school-to-home and home-to-school communications.

Individuals with Disabilities Education Improvement Act (IDEIA 2004) – federal law governing how states and public agencies provide all children with disabilities a *free and appropriate public education* (FAPE) that emphasizes early intervention, special education, and *related services* designed to meet their unique needs and prepare them for employment and independent living. IDEIA 2004 provides funds to assist states in addressing the educational needs and rights of children with disabilities from birth to 26 and addresses 13 specified categories of disability.

Individualized Education Plan (IEP) – a specific written plan for educating children with special needs. Under federal special education law (IDEIA 2004), all children identified as having special learning needs must have an IEP.

IEP Team – a group of individuals who are responsible for developing, reviewing, and revising the *Individualized Education Plan* (IEP) for a student with special needs. The IEP team must review each student's progress yearly to determine current progress and future needs. The review should also consider whether annual goals for the student are being achieved, staff and parental concerns regarding the student's progress, the results of any *re-evaluation* conducted, and any changes that need to be made. By law, the IEP Team must include the following individuals:

- At least one general education teacher, if the student is (or will be) participating in the general education environment
- At least one special education teacher or provider
- A representative of the local educational agency (LEA) who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of LEA resources
- The parent/legal guardian
- The student, as appropriate
- Someone who is able to interpret the instructional implications of evaluation results
- Other individuals whom the parent/legal guardian or the school choose to invite

In-School Suspension – the temporary removal of a student from his/her assigned classes and the placement of a student in an approved “time-out” program, usually at the same school.

Interim Alternative Educational Setting – any public or private elementary or secondary school offering a more structured program of study than a traditional school. Under Louisiana law, children who are expelled must be offered alternative education.

Least Restrictive Environment (LRE) – federal law (IDEIA 2004) mandates that students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate based on the student's needs. This is known as the *Least Restrictive Environment* (LRE). The IEP Team (including the parent) determines the placement that the student needs to provide the services on the student's IEP and the team must choose the *least restrictive environment* able to provide those services. This means the student should attend the school he or she would attend if non-disabled, unless the team determines that the nature of the student's disability will not allow that student to have a successful educational experience in that environment.

Local Education Agency (LEA) – a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political sub-division.

Manifestation Determination Review (MDR) – a safeguard to ensure that students are not being punished because of their exceptionalities. An MDR examines the child's behavior and previously documented information about the student in an effort to determine whether the behavior for which the student is being disciplined is not a manifestation of the student's disability. The MDR Committee consists of the parent and at least two individuals, one who is familiar with the student's behavioral patterns and one who is knowledgeable of the student's *exceptionality*.

Multi-Disciplinary Evaluation (MDE) – an assessment of a student's current functioning levels, strengths, and educational needs. Federal and state regulations require that a comprehensive evaluation be conducted to determine if a student has a disabling condition which qualifies him/her to receive special education services. A *Re-evaluation* should occur at least every three (3) years.

Out-of-School Suspension – the temporary removal of a student from school. *Suspensions* are limited in time and the student should be able to return to school after the term of *suspension* is completed. During the *suspension* period, students are not allowed on any school property.

Placement - if a student is receiving special education or *related services* under IDEIA, the student's placement is the educational setting that the IEP team determines is best for the student, as reflected in his/her written IEP. Placement does not mean the room the student is in, but the program and services most appropriate for him/her, as stated in the IEP.

Positive Behavior Support (PBS) – a school system’s approach to creating and maintaining a climate of safety and learning in our schools. Use of PBS is a “best practice” that decreases the need for more intrusive or aversive interventions (i.e., *suspension*) and can lead to both systemic as well as individualized change.

Probationary Status – a process of being re-admitted to school on terms and conditions stipulated by the Student Hearing Officer and agreed to in writing by the student and the student’s parent or legal guardian responsible for the student’s attendance.

Re-evaluation – the process of determining whether a student continues to have a disability and continues to require special education and *related services*. A re-evaluation is conducted to 1) identify how the student is functioning in school, 2) identify the student’s educational needs, and 3) identify any changes in the student’s IEP to assist in meeting the annual goals and objectives included in the IEP and participating, as appropriate, in the general curriculum.

Reflective Activity – an assignment designed to give the student an opportunity to think critically about an instance in which he/she broke a rule. The assignment should guide the student towards determining an appropriate behavior for the given situation instead of the behavior that broke a school rule. An example of a reflective activity given to a student: “Write a paragraph answering these two questions: 1) What caused you to walk out of the classroom?; and 2) What you could have done differently when you started to feel like you wanted to walk out of the classroom?” Another *reflective activity* would include asking the student to fill out a self-evaluation that the teacher then reviews with the student. After discussing the self-evaluation, the teacher and student could develop a plan to help address the student’s areas of weakness.

Related Services – developmental, corrective, and other supportive services that assist a child with a disability to benefit from special education. Related services include: speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services; social work services in schools; parent counseling and training; and transportation.

Response to Intervention (RTI) – a process that provides high-quality research-based instruction and interventions that are matched to a student’s needs. This process incorporates data developed to examine the student’s learning rate over time to make appropriate educational and instructional decisions regarding assistance to at-risk students. In the RTI process, students with academic delays and/or behavioral deficits are given one or more research-validated interventions. The student’s academic and behavior progress is monitored frequently to see if the interventions are sufficient to assist the student in reaching the instructional level of his or her grade. If collected data indicates that the student does not demonstrate adequate progress despite several implemented research-based interventions, consideration for special education may be warranted.

Robbery – an act or instance of illegally taking another’s property by the use of intimidation or violence.

Saturday School – see listing for “Detention”.

School Bus Suspension – a corrective strategy in which a student is not allowed to ride the bus for a specified period of time. This strategy can be used if a student commits an infraction covered by the Student Code of Conduct on a school bus after other *corrective strategies* have been implemented.

Sexual Assault – conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force that induces fear, shame, or mental suffering.

State Education Agency (SEA) – the agency primarily responsible for the supervision of the state’s public elementary and secondary schools. In Louisiana, the SEA is the Louisiana Department of Education.

Suspension – *see* listing for “*In-School Suspension*” and “*Out-of-School Suspension*”.

Vandalism – willful or malicious destruction of public or private property.



“Education...Just Different”

**STUDENT CODE OF CONDUCT
SIGNATURE FORM
2010-2011 SCHOOL YEAR**

Please Sign and Return Student Code of Conduct form on page 56 of the handbook.

Thank you,

Algiers Charter Schools Association

**PARENT & STUDENT
TRANSPORTATION ACCEPTANCE FORM**

TO: Parents of Students Riding the School Bus in School Year 2010-2011

FROM: Algiers Charter Schools Association

Dear Parents:

In order for you to understand the regulations covering the conduct of your child riding the ACSA school bus, we are providing you a copy of the ACSA Student Transportation Policy for 2010-2011. It is requested that YOU and YOUR CHILD read these regulations.

This policy will be used as a permanent record throughout your child's enrollment in the ACSA schools. Your cooperation with us will make it possible to provide a safer and more efficient transportation program.

Please sign and return this form to your school principal to complete your student's registration in order for your child to continue riding the school bus.

For all parents/guardians:

I have received and must read the ACSA Student Transportation Policy for School Year 2010-2011 and agree, on behalf on my student, that my student, as a passenger, will abide by said regulations. Furthermore, I agree as a parent/guardian, to assume full responsibility for my student's conduct on said buses.

Signature of Parent / Guardian

Printed Name of Parent / Guardian

Printed Name of Student(s)

School Name

8/1/2010

Student Transportation Policy School Year 2010-2011

The Algiers Charter Schools Association follows the student transportation policies set forth by the Louisiana Department of Education in Bulletin 1191. This ACSA policy is intended to supplement the LDE's student transportation policies, specific to Algiers Charter Schools Association in the 2010 - 2011 school year.

1. Student Transportation Eligibility Requirements

Algiers Charter Schools Association will provide, via First Student and Berry Bus as its contracted vendors free yellow school bus transportation to its schools' students based on the following criteria:

- General Education Grades PreK - 2:
Pre-K students will be eligible to ride a bus and will be picked up at the nearest safe corner. For Grades 1-2, students who live 1 mile or more from the school will be eligible for free transportation. **For all students grade 2 and younger, a parent/guardian must be present at the bus stop to meet the student. If the parent/guardian cannot be there, the parent/guardian must identify for the school the designee who will pick the child up in their place. If there is no one at the stop to meet the student, First Student / Berry will attempt to call the parent while the driver continues the route and will return to the stop after the route is complete. If there is still no one at the stop when the bus returns, or First Student/ Berry is unable to contact a parent/guardian, First Student / Berry will contact the student's school and attempt to return the student to the school. If no one is available at the school, First Student / Berry will turn the student over to the New Orleans Police Department.**
See Student Discipline Section 7 of this policy document for further details on the consequences of this situation.
- General Education Grades 3 - 12
Students who live 1 mile or more from the school will be picked up at a bus stop no further than 1 mile from their home.
- Students with Disabilities:
Students whose IEPs require transportation shall be provided such transportation service as outlined in their IEP.
- Students living beyond the West Bank of Orleans:
 - Students who live outside Orleans Parish but who are eligible to attend ACSA schools under the McKinney-Vento Homeless Act may receive free yellow school bus transportation within the Orleans Parish lines.
 - Students who live on the east bank of Orleans attending ACSA schools on the west bank of Orleans shall be provided transportation from the east bank. This may be in the form of yellow school bus or public bus token.

2. Eligibility Variances

A variance is an exception for students who would not ordinarily be eligible for transportation under the distance requirements provided for in the ACSA policy, or who would not be eligible for the specific arrangements now deemed necessary due to special circumstances.

A parent/guardian may apply for one of the following variances:

- a. **Distance Variance:** Parent/Guardians should apply for a distance variance if their student is not receiving transportation and their calculated distance from home to school is within the distance guidelines set forth by ACSA policy.
- b. **Medical Variance:** Parent/Guardians should apply for a medical variance if their child becomes incapacitated for a period of time because of serious medical reasons or suffers from a chronic health condition which precludes the student from walking the specified distance; and the child is allowed by medical authority to attend classes if appropriate transportation is provided. The medical variance form must be signed by the student's doctor and by the school's principal.
- c. **Hazard Variance:** Students are expected to walk along established streets and sidewalks, paved or unpaved, available to regular auto or pedestrian traffic, in order to reach school. Safety exceptions must be limited to those which result primarily from unsafe traffic, traffic control conditions, dangerous crossings or areas impassable to pedestrians. If the distance a child must travel to avoid a potentially hazardous condition exceeds the distance the child must reside from school to be eligible for transportation, then an exception to policy may be considered by the ACSA school once the school has received a completed hazard variance form. Some of the reasons for which safety variances from policy cannot be given include: unsavory persons loitering the area the child must traverse; wooded areas lining the street leading to school; unpaved roads or unpaved sidewalks; school sessions which require the child to either travel to school, or return home in the dark; derelict buildings lining the street leading to school; with through streets or sidewalks which the child must traverse.

All variance appeals should be provided by parent/guardians in letter form to the ACSA School Principal, who will make a variance determination in conjunction with the ACSA Director of Operations. Until this evaluation is completed and a decision reached, the student must abide by the original decision concerning eligibility.

3. Specific Criteria for Contracted Bus Service

- a. No bus route shall exceed 50 miles.

- b. No bus run on a route shall exceed 60 minutes; the ACSA will work with First Student / Berry to develop routes with a target route time of 45 minutes.
- c. No bus route for elementary general education students shall serve less than 30 students or exceed 65 students. No bus route for high school general education students shall serve less than 30 students or exceed 56 students.
- d. No bus route shall operate across parish lines.
- e. The bus driver shall inspect the bus closely, including behind and under all seats, prior to route completion to ensure that no student has been left on the bus.

4. Communications

- a. Bus Status: For information on the status of a bus, parent/guardians shall contact First Student at 504-262-0060 ext 121.
- b. Eligibility Variance: To complete an eligibility variance form, parent/guardians shall contact the ACSA School Principal.
- c. School Contact: Each school shall provide First Student and Berry Services, Inc. a contact person for 1 hour after the buses depart the school to assist with questions from parents and First Student / Berry. Each school shall provide First Student / Berry Services an afterhours phone contact number to assist in the event of an emergency.
- d. Student Discipline Findings: Should a parent/guardian want to appeal a school bus ridership suspension, the parent/guardian shall contact the ACSA School Principal. The ACSA School Principal shall review the discipline action, and the ACSA School Principal's determination in conjunction with ACSA policy shall be final.
- e. Changes in Routes or Stops: Should a need develop for any changes in designated bus stops or routes, parent/guardians shall contact the ACSA School Principal. The ACSA School Principal shall work with First Student / Berry and/or the ACSA Director of Operations for review and possible establishment of new stops. The ACSA Director of Operations and/or the ACSA School Principal shall send change requests and stop addition requests to First Student or Berry's Router via e-mail. All requests will be reviewed within 5 business days. It will take 3 days for a dropped stop and student to be re-added to a bus route. Requests to First Student/ Berry for additions and/or changes for individual student pick-up will be implemented within 5 school days. Any student who is not at his/her designated stop for 5 consecutive days will be dropped from the route. It will take 3 days for a student to be re-added to a bus route.
- f. Student Data Transmission to First Student and Berry Bus: ACSA shall submit updated general education student data to First Student and Berry in early August and mid September and occasionally thereafter. This will be in an electronic format, preferably Excel and contain name, school, grade, address, phone, secondary number and emergency contact information/numbers.

- g. ACSA School Suspensions / Expulsion: ACSA School Principals shall submit to First Student / Berry in writing a copy of the school suspension or expulsion form on the day on which the suspension or expulsion decision has been made. The form shall include the student name, address, grade and school.
- h. School Cancellation: ACSA Director of Operations must provide notice of school cancellation to First Student and Berry Branch Manager and Dispatcher as soon as possible.
- i. First Day of School Route Communications: For students who have exceptionalities, bus drivers shall call parents to inform them of their student's bus number, bus stop location and pick-up/drop-off times. For general education students, letters will be generated for schools to distribute to students.
- j. Route Change Communications: First Student and Berry shall provide to schools and to the ACSA Director of Operations a as necessary update to the bus routes for posting at the school.
- k. Designated Entrances: ACSA School Principals shall inform parents of designated areas to drop and pick up students at the school. ACSA School Principals shall inform First Student and Berry of the designated bus drop-off and pick-up area at the school at least one week prior to the first day of school.

5. Procedures in the Event of Threat to School Safety

- a. School Evacuation Plan: In cases where a school needs to be evacuated, the ACSA Director of Operations will notify First Student and Berry Services immediately of the need to re-locate children to a safe place First Student / Berry Services will get buses to the school as fast as possible to assist in this effort. If a school needs to be evacuated, students will be transported to an alternative destination as follows and staff designated by the ACSA school principal will ride the bus with the children:

School Evacuated	Destination School
Harte	Eisenhower
Eisenhower	Harte
Behrman	Fischer
Fischer	Behrman
McDonogh 32	Tubman
Tubman	McDonogh 32
Karr	Walker
Walker	Karr
ATA	Karr

- b. School Lockdown Procedures: In situations where a school is under lockdown at its PM departure time, First Student and Berry will run its routes without that school and after routes are finished they will attempt to transport the school. If the school is under lockdown during the bus route time but prior to the busses dropping off in the AM, the ACSA Director of Operations will notify First Student / Berry to transport the students to their assigned alternate drop location as follows:

School in Lockdown	Alternate Destination
Harte	Eisenhower
Eisenhower	Harte
Behrman	Fischer
Fischer	Behrman
McDonogh 32	Tubman
Tubman	McDonogh 32
Karr	Walker
Walker	Karr
ATA	Karr

6. Student Rules on the Bus

- School Transportation is an extension of the school classroom and all school rules are in effect on the bus.
- No weapons, drugs, fighting, fireworks, lighters, inhalants or sexual contact.
- Students must have identification either on their person or in their backpack. This ID needs to have their name, address, phone, bus stop location and bus number.
- When the bus arrives, students should stand well back from the curb or stopping point and wait until the bus comes to a full stop. If you can touch the bus at any point when you are standing outside, you are in danger of being hurt.
- Do not place head or arms out of windows.
- Do not eat or drink on the bus.
- Do not mark, litter, or damage the vehicle.
- Avoid unnecessary loud talking, yelling or distractions that can effect the safe operation of the driver.
- Keep objects on your lap and control of your belongings.
- No standing when the bus is in motion.
- No obscene language, bullying, harassing or teasing.

7. Student Discipline Procedures

Class 1 Rules Violations include:

- Littering on the vehicle
- Eating, drinking or chewing gum on the bus
- Unnecessarily standing on the bus
- Putting any parts of the body outside the bus window
- Insubordination or refusing to follow direction from a driver or monitor
- Offensive or obscene language or items on the bus
- Bullying, harassment or teasing
- Parent/guardian not at the bus stop to meet any student grade 2 or younger, and students of any age with significant physical, cognitive or social/emotional impairments.

Class 2 Rules Violations include:

- Weapons or drugs brought on the bus
- Throwing items from the bus or at the bus
- Defacing or damaging the bus in any form
- Fireworks, Lighters or explosives on bus
- Use of inhalants on the bus
- Any conduct that would jeopardize the safety and well being of other students or the driver
- Fighting on the bus or at the stop
- Sexual contact of any nature

If a student commits a Class 1 discipline violation, actions taken shall be as follows:

- i. 1st Violation: Warning is given to parent/guardian from the Principal
- ii. 2nd Violation: Student is suspended from the bus for 5 days
- iii. 3rd Violation: Student is suspended from the bus for 10 days
- iv. 4th Violation: Student is ineligible for transportation for the remainder of the school year.

First Student / Berry shall make every attempt to establish discipline (i.e. changes in seat assignments) after a student's first Class 1 violation.

If a student commits a Class 2 discipline violation, the student will be ineligible for transportation for the remainder of the school year.

In the event of any violation, First Student / Berry Services shall submit in writing the initial documentation of the incident and shall provide it to ACSA School Principal immediately. The school will review the incident form, will take action pursuant to the above policy and will inform First Student / Berry Services in writing of any disciplinary actions as well as the start date and return date for all suspensions. All suspensions include extracurricular trips of any type.

8. Guidelines for Parent/Guardians to Provide to Students Walking to School or to a Bus Stop

- Children who walk to school should always be in groups -- never alone -- and should also know the safest route to school. Instruct them never to take shortcuts, and discuss with them how important it is to cross the street in a designated crosswalk. Children need to obey the traffic signals and crossing guards, and should always look left, then right, then left again before crossing. Instruct children to allow sufficient time to cross the street safely.
- Be sure your child knows and/or carries a card with his or her home phone number and address, your first and last name and work and/or cell number, the number of another trusted adult, and how to use 911 for emergencies. Make sure your child has enough change to make a phone call or carries a telephone calling card or communication device as appropriate for his/her age.
- Plan a walking route to school or the bus stop. Choose the most direct way with the fewest street crossings and use intersections with crossing guards. Test the route with your child. Tell your child to stay away from parks, vacant lots, fields, and other places where there aren't many people around.
- Teach children -- whether walking, biking, or riding the bus to school -- to obey all traffic signals, signs, traffic officers, and safety patrols. Remind them to be extra careful in rainy or foggy weather.
- When car pooling, drop off and pick up children at the entrance designated by the ACSA school principal. Do not leave until your students have entered the school yard or building.
- Teach your child never to talk to strangers or accept rides or gifts from strangers. Remember, a stranger is anyone you or your children doesn't know well or doesn't trust. Teach your child never to take a ride with a family friend without prior approval from you.
- For students who are not riding the bus, parent/guardians must pick-up their students from school within 10 minutes of the school bell.

9. Field Trips

- All requests for field trips must be submitted to First Student / Berry Services via an approved field trip request form at least 5 school days before the trip date. This form must have a PO number on it from ACSA, which can be obtained by submitting a requisition to ACSA purchasing/procurement.

- The school must confirm all assigned trips with First Student / Berry Services 2 to 3 days before the scheduled trip, confirmation should be in writing, either a fax or e-mail from First Student / Berry Services .

- Field trip buses cannot leave before 9am and must return to the school by 2pm. If the trip is scheduled to end later in the day, special arrangements must be made with First Student / Berry Services and the scheduled pick-up time shall be late enough so as to not interfere with any regular to/from school transportation runs.

- Trip cancellation policy- there will be a \$75 charge for trips cancelled after a bus has already been dispatched for the trip.

In situations where extra curricular trips run beyond their scheduled time, the First Student / Berry Services bus will depart to complete its assigned route and the trip will be serviced by the next available bus after the home-to-school routes are complete. First Student / Berry Services is not responsible for any transportation beyond returning group to their home school. In cases of circumstances outside of anyone's control, First Student / Berry Services will do its best to transport students home from the school after routes are finished.

10. Reminders

- **First Few Weeks of School:** Parents should be aware that the first few weeks of school are always a transitional period and as such population changes and address changes affect routes and they are adjusted quite frequently. We ask that parents be patient and understanding during this period.
- **Keep Student Information Current at the School:** It is essential that the school is provided the most up to date information, including telephone numbers (home and work), address changes, emergency contact information.
- **School Time and Calendar:** Parent/guardians must take note of their student's school time and school calendar. Parent/guardians should make themselves aware of half days and holidays and make the appropriate arrangements for their children. When in doubt, contact the school for more information.
- **Safety:** Bus drivers should allow extra travel time in order to reach the destination safely. Parents should instruct their children to be cautious while crossing streets and when boarding and disembarking the bus. Children are easily distracted and accidents happen in a split second. It is important that they be aware of their surroundings at all times. The more we educate our children to be defensive pedestrians the safer they will be.

Crimestoppers Safe School Hotline

822-1111

A hotline for students and teachers to report crimes anonymously

Our Mission Statement

The Safe School Hotline seeks to ensure that Orleans, Jefferson, St. Tammany, and St. Charles Parish middle and high school students have a safe environment for studying and learning. The Safe School Hotline's main goal is to solve and prevent serious crimes by providing students with cash rewards for anonymous information concerning crime on campus. We believe students are the best tool in keeping schools safe.

Since the inception of our program in 2003, tips from the Safe School Hotline have solved almost 150 crimes, including the removal of weapons and narcotics from school campuses. More than \$14,500 has been paid in cash rewards to callers.

How the Program Works

Crimestoppers provides a secure hotline (822-1111) through which students and teachers can submit anonymous information concerning crime. This hotline is answered off-campus by a Crimestoppers operator, who is a trained security expert. The information provided to this operator is routed to the appropriate agent, generally the designated school resource officer or a member of the school's personnel, such as the principal or disciplinarian. A report of action taken is then made to Crimestoppers by school personnel. All the while, the caller's anonymity is maintained. He or she is never identified to police or school personnel. Crimestoppers itself never knows the identity of callers. If the caller's information leads to the arrest of a suspect, confiscation of illegal drugs or a weapon, or prevention of a planned act of violence (as examples), the caller will be eligible to receive a cash reward. The system used to communicate with tipsters for cash rewards is the same as that used by our parent program. This system has been used for the last twenty five years with success. Our first and foremost goal is the safety of the caller.

How to Contact the Hotline

Dial 822-1111.

- Students are encouraged to call from home or away from school.
- If students choose to call from school, they should use a secure office phone such as the counselor or principal's. They may also ask to call from the school resource officer's phone.
- Calls remain a *secret*. Crimestoppers does not employ caller ID or *67. Crimestoppers does not record phone conversations and all information is protected by the "Privileged Communication to Crimestoppers" statute (R.S. 477.1).

Rewards

Rewards are paid out in a public location or at a local bank by a volunteer Crimestoppers member. Callers are given a code number and are identified only by this number. Payouts are made when the caller identifies him or herself with that code number. Rewards are paid in cash.

The educator's role in the Safe School Hotline is to encourage students to feel comfortable providing information to Crimestoppers. The caller will NEVER be identified. We ask that as an adult you remind students that if they chose to call Crimestoppers, they should not tell others that they are calling.

POLICY ACCEPTANCE FORMS



“Education...Just Different”



"Education...Just Different"

Algiers Technology Academy • Martin Behrman Elementary • Dwight D. Eisenhower Elementary • William J. Fischer Elementary
Alice M. Harte Elementary • Edna Karr High • McDonogh 32 Elementary • Harriet Ross Tubman Elementary • O. Perry Walker High

Parent/Guardian Publication Consent Form

Algiers Charter Schools Association (ACSA) is committed to protecting the privacy and safety of all its students. There may be times when teachers and administrators feel it is appropriate to recognize students and their work in a public forum. Examples of such recognition include publishing a team roster on the school's or ACSA's website, exhibiting photographs and artwork on the web, publishing photographs and video for school archival and promotional purposes, and inviting media to report on school events. In order for your student to be included in these types of recognition, we need your permission to disclose your student's photograph, name, voice, and school work. ACSA works to take every precaution possible to ensure that use of this information is limited to appropriate school-related forums.

Please check the appropriate box:

YES, I give permission to ACSA to:	NO, I do not give permission to ACSA to:	
<input type="checkbox"/>	<input type="checkbox"/>	Disclose my child's name
<input type="checkbox"/>	<input type="checkbox"/>	Disclose my child's photograph or videotape of his/her image
<input type="checkbox"/>	<input type="checkbox"/>	Disclose a recording of my child's voice
<input type="checkbox"/>	<input type="checkbox"/>	Disclose copies of my child's school or extracurricular work

Printed Name of Student

Grade

School

Printed Name of Parent

Parent's Signature

____/____/____
Date



"Education...Just Different"

Algiers Technology Academy • Martin Behrman Elementary • Dwight D. Eisenhower Elementary • William J. Fischer Elementary
Alice M. Harte Elementary • Edna Karr High • McDonogh 32 Elementary • Harriet Ross Tubman Elementary • O. Perry Walker High

STUDENT CODE OF CONDUCT SIGNATURE FORM 2010-2011 SCHOOL YEAR

Students and parents are requested to complete all blanks on this form and return it to the school within seven (7) days. Your signature below indicates that you have received and read the Student Code of Conduct.

Student Signature

Parent/Guardian Signature

Date

Date

Grade Level/Homeroom Teacher

Signature

Date Received



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PARENT & STUDENT TRANSPORTATION ACCEPTANCE FORM

TO: Parents of Students Riding the School Bus in School Year 2010-2011

FROM: Algiers Charter Schools Association

Dear Parents:

In order for you to understand the regulations covering the conduct of your child riding the ACSA school bus, we are providing you a copy of the ACSA Student Transportation Policy for 2010-11. It is requested that YOU and YOUR CHILD read these regulations.

This policy will be used as a permanent record throughout your child's enrollment in the ACSA schools. Your cooperation with us will make it possible to provide a safer and more efficient transportation program.

Please sign and return this form to your school principal to complete your student's registration in order for your child to continue riding the school bus.

For all parents/guardians:

I have received and must read the ACSA Student Transportation Policy for School Year 2010-11 and agree, on behalf on my student, that my student, as a passenger, will abide by said regulations. Furthermore, I agree as a parent/guardian, to assume full responsibility for my student's conduct on said buses.

Signature of Parent / Guardian _____

Printed Name of Parent / Guardian _____

Printed Name of Student(s) _____

School Name _____



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**PARENTAL CONSENT FOR ADULT AGENCIES TO ATTEND
INDIVIDUALIZED EDUCATION PROGRAM MEETING**

(FOR STUDENTS WITH DISABILITIES AGE 15 AND OLDER)

Date: _____ Student's School: _____

To the Parent(s)/Guardian(s) of _____:

Due to changes in the *Individuals with Disabilities Education Improvement Act (2004)*, school systems must receive permission in order to invite adult agencies to IEP meetings with adult agency personnel (e.g., Louisiana Rehabilitation Service (LRS), Social Security Administration (SSA), and Office for Citizens with Developmental Disabilities (OCDD), UNO Project PASS, etc.) at the middle/junior/high schools. Please indicate your preference and return this form to your child's school as soon as possible. Without parent permission, adult agencies will not be able to attend the Individualized Education Program (IEP) meeting. In addition, various agencies may be at the school throughout the school year to provide information on employment and/or post secondary options.

Please complete both sections below by checking one box under each section:

A. Adult agency invitation to IEP meetings:

- ☐ **Yes**, Algiers Charter Schools Association may invite appropriate adult agencies that may provide funding and/or services after high school to my child's IEP meeting.
- ☐ **No**, Algiers Charter Schools Association may not invite adult agencies to my child's IEP meeting.

B. Adult agency participation in school sponsored meetings:

- ☐ **Yes**, my son/daughter may participate in school sponsored meetings that may include adult agencies.
- ☐ **No**, my son/daughter may not participate in school sponsored meetings that may include adult agencies.

Parent/Guardian Signature:_____ Date:_____

Student Signature (18 yrs. or older):_____ Date:_____



Campus Directory

ALGIERS CHARTER SCHOOLS ASSOCIATION MAIN LINE • 302-7000 • www.AlgiersCharterSchools.org

ELEMENTARY SCHOOLS

Behrman, Martin, Elementary 715 Opelousas Avenue Principal: Rene Lewis-Carter	302-7090 70114
Eisenhower, Dwight, Elementary 3700 Tall Pines Drive Principal: Monica Boudouin	302-7109 70131
Fischer, William, Elementary 1801 L.B. Landry Avenue Principal: Dahme Bolden	302-7111 70114
Harte, Alice, Elementary 5300 Berkley Drive Principal: Jamar McKneeley	302-7121 70131
McDonogh #32 Elementary 800 De Armas Street Principal: Mashandra Hall	302-7144 70114
Tubman, Harriet, Elementary 2032 General Meyer Avenue Principal: Wylene Sorapuru	302-7160 70114

HIGH SCHOOLS

Algiers Technology Academy 6501 Berkley Drive Principal: Dr. Henderson Lewis, Jr.	302-7071 70131
Karr, Edna, High 3332 Huntlee Drive Principal: John Hiser	302-7135 70131
Walker, O. Perry, High 2832 General Meyer Avenue Principal: Mary L. H. Laurie	302-7170 70114

ATTENTION VISITORS

All Parents and Visitors are required to register in the Administrative Office with the receptionist and indicate the reason for visiting the campus. They are also required to sign-out prior to leaving the campus. Upon sign-in, all Parents and Visitors should receive a Visitor's Pass.